DOCUMENT RESUME

ED 188 645 JC 790 609

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TITLE Verde Valley Community Needs Assessment Project, Spring 1979.
INSTITUTION Yavapai County Community Coll. District, Prescott, Ariz.
PUB DATE 79
NOTE 94p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Access to Education: Adults: College Faculty: Community Characteristics: *Community Colleges: Community Surveys: *Educational Needs: Employers: High School Seniors: *Institutional Evaluation: *Needs Assessment: Older Adults: Participant Satisfaction: Questionnaires: Two Year Colleges: Two Year College Students

ABSTRACT

A study of the educational needs to be met by the Verde Campus of Yavapai College (YC) involved surveying seven populations. Responses were returned by 88 non-retired community residents, 96 retired members of the community, 191 members of the business sector, 240 current students, 208 former students, 19 faculty members, and 261 high school seniors. A general question set and group-specific survey instruments were developed and administered. The general question set solicited information on occupational status, age, sex, ethnic origins, educational level, knowledge and source of information about YC, previous attendance and satisfaction with the college, respondents' perception of the college's role, barriers to college attendance, hypothetical subject interests, preferences for class times and locations, interest in learning alternatives and occupational education, and school/community relationship. In addition, retirees were asked about their interest in YC's Retirement College and college credit: members of the business community were asked to supply employment projections and information about employee training needs: current and former students were questioned about their major, employment, goals, and their evaluation of college services: the plans and objectives of high school seniors were determined: and instructors were asked to evaluate YC image and staff development activities. The study report analyzes responses of each group and includes the instruments. (AYC)

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ED188645

YAVAPAI COUNTY COMMUNITY COLLEGE DISTRICT

VERDE VALLEY COMMUNITY NEEDS ASSESSMENT PROJECT

SPRING 1979

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ACKNOWLEDGEMENTS

This project was made possible in part by a Title III Strengthening Developing Institutions Program Grant. It was conducted by Dr. Frank J. Gose, Institutional Researcher at Yavapai College. The project could not have been completed without the assistance of many students, staff members, faculty, and administrators at the college.

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INTRODUCTION

The Verde Valley Community Needs Assessment Project was undertaken for the purpose of trying to define postsecondary educational needs to be met by the Verde Campus of Yavapai College. The community served by the Verde Campus refers approximately to a triangular area bounded by Jerome, Sedona and Camp Verde and covering 2400 square miles. Courses are offered on the campus in Clarkdale as well as at extension sites throughout the valley.

The Needs Assessment Project was viewed as providing a means of communication between the college and the community. The analysis and subsequent report resulting from the project is intended to provide input for the decision-makers concerned with program planning for the Verde Campus. This project represents the first attempt of its kind to provide community input into the decision-making process for the Verde Campus.

A survey of the type undertaken in this project provided each respondent with the opportunity to express and register his or her opinion; however, that opinion is not necessarily backed by commitment. For example, a sizable expression of preference for a hypothetical course in no way may be assumed to translate into real enrollment in that course. Only when the course is offered and students enroll will the decision-makers know that the expression of opinion was also a commitment.

It may be argued that few decisions in higher education are made under conditions of certainty. It may also be argued by some that too many decisions are made under conditions of uncertainty. A decision-making position between certainty and uncertainty may be described as a position of risk, typified by at least some notion of desired or expected results. The needs assessment undertaken in this project was intended to elicit such notions.

THE PROJECT

The Verde Valley Community Needs Assessment Project received formal sanction through an authorization by the Board of Governors during the Summer of 1978. Actual project planning began late in the Fall of 1978 with a review of available needs assessment literature. Although many references served to provide a basis for clarifying content, format, and general project direction, the Districtwide Needs Assessment Report, by the San Diego Community College District, 1975, was used as a general model for the approach taken in this project.

The review of needs assessment literature by the Institutional Researcher resulted in a tentative project plan and the compilation of a prospective set of questions. During the winter, meetings which included the Institutional Researcher, members of the Verde Campus administration and faculty, the President's Cabinet, and the Board of Governors were held to refine and formalize the project plan. These meetings and the attendant reviews and revising of the plan and survey instrument provided the necessary project exposure and elicited adequate involvement from interested parties.

With the culmination of the series of meetings, an overall plan was established, the project goal and objectives were specified (see Appendix A), and the survey instrument was constructed (See Appendix B). The goal of the project was to define community needs for education in the Verde Valley by surveying seven populations: businesses, current students, former students, Verde Campus faculty, high school seniors, community nonretirees, and retired members of the community. It was desired to distinguish retirees from other citizens in the community for two reasons. First, a higher per-

centage of retirees than the national average lives in the area served by the Verde Campus. Second, the college, accordingly, attempts to meet the needs of this segment of the community by offering special programs for retirees.

Three project objectives were intended to serve as a guide for survey question selection. (See Appendix A.) Specifically, it was desired to identify programs, courses and services to be offered by the college, the need for occupational programs, and the image in the Verde Valley of the Verde Campus of Yavapai College.

Questionnaire Design

The means chosen for communicating with the seven populations was a survey instrument specific to each population. (See Appendix B.) A core set of questions, the GENERAL QUESTION SET, was to be administered to each population. The GENERAL QUESTION SET consisted of questions 1 - 29, the first four pages of each questionnaire. In addition, each population except community nonretirees received a unique fifth page which had a distinguishing title. Therefore, the survey instrument consisted of either four or five pages depending on the population for which it was intended. The community nonretiree population received only the GENERAL QUESTION SET. The business population received the GENERAL QUESTION SET and the BUSINESS QUESTION SET. The current student population received the GENERAL QUESTION SET and the CURRENT STUDENT QUESTION SET. Other populations received questionnaires similarly constructed of two question sets.

Sample Selection

The approach chosen for sample selection varied with the population. An attempt was made with three populations, current students, faculty and high school seniors, to get as much of each population as was possible. The questionnaires for current students and faculty were distributed to as many of the faculty as could be conveniently reached. Since many faculty members taught only extension courses located throughout the valley, logistical and time constraints prevented reaching all of them. (See Appendix C.) High school seniors in the two public high schools were reached in various classes decided upon by their local administration and faculty. One high school allowed juniors as well as seniors to respond to the questionnaire.

Former students were defined in this project as those students who enrolled for at least one credit course at the Verde Campus in the Fall of 1978 but who did not enroll in the Spring of 1979. A complete list of names and addresses of these students defined this population. A cover letter (See Appendix C), a questionnaire for former students, and a stamped return envelope were sent to each.

In the remaining populations, businesses, community nonretirees and community retirees, samples were drawn through a random selection process. Members of the project team attempted to contact each household or business on the sample list. The business population was defined by a comprehensive list developed from the Telephone Directory Yellow Pages. This list was divided on the basis of town identification in the valley. The businesses actually identified for the sample were selected from the list for each town.

The community nonretiree and community retiree populations were selected from the Telephone Directory White Pages on the basis of town identification because the postal service and utility companies were unable to provide population lists. The County Assessor's tract sheets and maps were available; however, this alternative was unworkable due to difficulties associated with copying the maps, drawing representative samples from the tract sheets, establishing actual addresses, and providing a means of expeditious contact verification for each respondent. The phone directory was selected for target population definition only as a last resort, and it is readily acknowledged that the omission of persons without residential phones or with unlisted phone numbers exerts a bias on this sample.

The community nonretiree and community retiree samples were actually defined after the fact from one population. The distinction was made when the questionnaire was administered. If the respondent was retired, he or she was asked to complete the GENERAL QUESTION SET and the RETIREMENT COMMUNITY QUESTION SET. If the respondent was not retired, he or she was asked to complete only the GENERAL QUESTION SET.

Pilot Testing and Project Team

The process of selecting as well as writing and rewriting questions served to refine the instrument. Additional changes were required, however, to resolve problems that developed when people who had not been exposed to the instrument were asked to complete it. Since some populations were not contacted directly by an interviewer, the instrument was designed to be completed by the respondent without interviewer assistance. The pilot testing

process served to further refine the instrument. At least ten copies of each population's questionnaire were so tested. As might be expected, additional problems became apparent once the survey was under way.

The initial and primary source for project team members was the student body of the Verde Campus. It was thought that the project would provide a means of earning extra income for students, and that they would be readily available and able to work at various times during the day. When student response was insufficient to meet the needs of the project, the decision was made to invite friends and/or relatives of project team members to participate as well as members of the faculty and staff. The resulting project team was a combination of Verde Campus students and faculty and other members from the community.

Not all project members participated in the community and business interviews. Some dropped out early; others started late as replacements. The total number of project team members was eighteen.

Pay and allowances for project team members who participated in the interviewing portion were the minimum hourly wage, fifteen cents a mile for travel, and three dollars and fifty cents for a meal (for four or more hours worked in a day). Other incidental expenses, such as postage, were covered.

Project team members were provided with materials describing the project purpose, interviewing guidelines, time and travel logs and lists of names and addresses to contact. (See Appendix D.) A limited amount of role playing was undertaken to supplement the materials and resolve hypothetical situations.

Interviewing Problems

It became readily apparent in the business survey portion of the project that some proprietors could not be interrupted during the working day to complete the questionnaire. Since the questionnaire was designed to be self-explanatory, project team members were advised to leave it and the cover letter (See Appendix C) when necessary, and to retrieve the questionnaire when completed at a later date. The same procedure was approved for use with the community household/retirement community survey portion of the project. Although this procedure allowed for a higher return rate, it also posed problems that had previously not been considered. First, on question #5, GENERAL QUESTION SET, many respondents indicated Native American when in fact they were Caucasian, thus invalidating the question. (See Appendix B.) This question should probably be rewritten with the first alternative being "Native American (American Indian)." Another problem which surfaced was multiple responses to questions #8, #17, #19, #21, #22 and #24 of the GENERAL QUESTION SET. The responses to these questions, consequently, had to be tabulated by hand. Questions like these should be reformatted to allow for multiple responses.

A final problem, the severity of which was underestimated, was population overlap. Due to the sample size in each population and the total population in the valley, approximately 16,000, many respondents were contacted more than once. What happened was, for example, that some business respondents were also contacted in either the household portion or in the current student portion, or in all three. Overlap in other populations also existed. The result was that this problem contributed to fewer questionnaires

being returned than expected. However, this problem also pointed to better coverage than expected or than can adequately be statistically documented.

Media

The project plan called for a maximum amount of media exposure. Accordingly, the project director met with representatives of the media to discuss project purposes and to seek media support in informing the public and eliciting its support. A press release was prepared for this purpose. (See Appendix C.)

ANALYSIS

The analysis of data produced in this project could be an indefinite undertaking. Each questionnaire consisted of at least the sixty-five GENERAL QUESTION SET data items. Questionnaires designed for populations other than nonretirees included specific population question sets in addition to the GENERAL QUESTION SET, and, therefore, additional data items.

In the following analysis, the approach taken was to discuss those items viewed as relevant to decision-makers. Some of the items in the GENERAL QUESTION SET were not pertinent to all populations. Once the report is released, it is understood that there may be requests for different types of analyses than are included herein.

In the following analysis, common questions are grouped in sections. Within the GENERAL QUESTION SET, these sections concern demographics, exposure to the Verde Campus, campus services, educational opportunity, occupational offerings, the campus/community relationship and a summary. Other question sets are discussed similarly.

GENERAL QUESTION SET

Demographics

The following table shows the number of useable questionnaries that were returned from the populations.

TABLE 1

Number of Respondents

Population	N
Community	
Nonretiree	88
Retiree	96
Business	191
Current Student	240
Former Student	208
Verde Campus Faculty	19
High School Senior	261
	1103

Respondents were encouraged to skip items that were not pertinent or that they did not care to answer. Therefore, the total number of responses from each population on a particular item was usually less than the total number of respondents from the respective population.

The community and business population questionnaires may be differentiated on the basis of geographical location. The following table displays this differentiation.

TABLE 2

Community and Business Questionnaires Subdivided by Town

Population	Jerome	Clarkdale	Cottonwood	Camp Verde	Sedona
Community	6	19	80	53	26
Business	10	10	69	32	70

The occupational status of respondents is shown in Table 3. As might be expected, most community nonretiree respondents were employed either full- or part-time (69%) while few retirees were so employed (10.8%). Almost half of the current students were employed (47.7%) while 20.7% were retired. Of the former student respondents, 40.9% were employed while 34.6% were retired. Almost half of the high school respondents (45.5%) were employed.

TABLE 3

Current Occupational Status

Population	Employed Full- or Part-Time	N
Community		
Nonretiree	69.0%	87
Retiree	10.8%	93
Business	96.3%	187
Current Student	47.7%	237
Former Student	40.9%	208
Verde Campus Faculty	100.0%	19
High School Senior	45.5%	261

The types of employment represented by the percentages in Table 3 tended to fall primarily into the service and retail sectors. Other sectors included specific job descriptions in real estate, government, public safety and environmental administration.

Table 4 shows age data for five populations. The age categories for both current and former Verde Campus students indicated that the campus provides services for all adults, as would be expec ed from program offerings which include much more than the college transfer program.

TABLE 4

Age

Population	<19	20-29	30-39	40-49	50-59	60-69	70>	N
Community								
Nonretiree		10.2%	28.4%	28.4%	29.5%	3.4%		88
Retiree				1.1%	6.3%	52.6%	40.0%	95
Business	3.7%	10.6%	23.3%	23.8%	27.0%	10.1%	1.6%	189
Current Student	12.7%	20.3%	22.0%	13.6%	10.6%	16.1%	4.7%	236
Former Student	6.3%	18.5%	14.6%	9.3%	13.2%	24.9%	13.2%	205

The educational level of respondents varied with the population. Of community nonretirees responding to the survey, 29.9% were high school graduates, 26.4% had attended a postsecondary institution and an additional 31% had graduated from some kind of postsecondary institution. In the

business population, 23.3% were high school graduates, 27% had taken courses beyond high school and an additional 44.5% had graduated from some postsecondary institution.

Exposure to the Verde Campus

Questions 7 through 13 of the GENERAL QUESTION SET were intended to determine the familiarity of various populations with the Verde Campus, how they learned of the campus, and their reaction to programs offered at the campus. On question 8, data item 18, many respondents recorded multiple responses; therefore, there are duplications within the totals for this question.

All of the community respondents (nonretirees and retirees) had heard of the Verde Campus. More than 96% of business respondents and 88% of high school respondents had heard of the campus. The means of receiving information about the campus is shown in the following table.

TABLE 5

How Did You Get Your Information About the Verde Campus?

Population	Newspaper	Radio	T.V.	Word of Mouth	Mail-out	Other
Community	83	20	6	71	84	12
Business	60	27	1	97	81	24
Current Student	64	21	0	138	70	27
Former Student	89	22	2	106	76	17
Faculty	7	5	3	12	5	4
High School Senior	46	30	1	161	59	35

Although many respondents indicated that they heard about the Verde Campus through the radio, few indicated which radio station. Of those

who did indicate a station, KAZM was listed 27 times, KVIO was listed 22 times and another station was listed once.

When asked if they had ever attended classes offered at or through the Verde Campus, 32.2% of the nonretiree population had, while 67.8% had not, and almost the same percentages held for retirees. In the business population 33% of the respondents had taken classes offered through the college, while 67% had not. Finally, 9.3% of high school respondents indicated that they had taken classes offered at or through the college.

The following two tables display percentages of responses to questions 10 and 11. These questions concerned the adequacy of educational experiences received by the respondents through the Verde Campus.

TABLE 6

Was the Training or Education You Received Adequate for Job Preparation?

Population	Yes	No	Maybe	N
Community				
Nonretiree	46.4%	28.6%	25.0%	28
Retiree	30.8%	53.8%	15.4%	26
Business	59.6%	24.6%	15.8%	57
Current Student	40.8%	26.4%	32.8%	174
Former Student	39.6%	37.7%	22.6%	159

TABLE 7

Was the Training or Education You Received Adequate in Preparing You for Further Education?

Population	Yes	No	Maybe	N
Community				
Nonretiree	91.7%	4.2%	4.2%	24
Retiree	50.0%	22.2%	27.8%	18
Business	74.5%	12.8%	12.7%	47
Current Student	73.9%	7.8%	18.3%	153
Former Student	71.1%	15.6%	13.3%	135

Those respondents who answered either question 10 or 11 with "No" or "Maybe" were asked in question 12 to explain. The written responses clustered into four categories which are shown in the following table.

TABLE 8

Explanation of "No" or "Maybe" Responses to Questions 10 and 11

Population	Classes Inapplicable To Job or Taken For Enlightenment	Need More Schooling	Discontinued Class	Instructional or Course Inadequacy
Community	19	1	0	3
Business	15	2	0	4
Current Student	34	17	2	10
Former Student	57	5	5	14
Column Totals	125	25	7	31

Table 8 shows the high relative number of students, 125, who took classes for reasons other than job qualification or preparation for further education. Twenty-five respondents indicated the need for more schooling as the reason why they were not adequately prepared. Thirty-one respondents indicated dissatisfaction with the course or the instructor. Most of the 31 responses were split between inadequate/unqualified instruction and elementary course content. Only 3 of the 31 respondents in this category complained that course content was too difficult.

On question 13 the majority of the respondents indicated that they were aware that the high school diploma was not a necessary prerequisite to taking a course at the Verde Campus. Specifically, 81.8% of nonretirees, 85.4% of retirees, 83.6% of businesses, 77.5% of current students, 82.5% of former students and 60.9% of high school seniors so indicated.

Campus Services

Questions 14, 15 and 16 consisted of multiple items aimed at gathering information about the importance of various services. Appendix E contains a detailed listing by population for items 24 through 46 on the GENERAL QUESTION SET. Within each population listing, items are ranked in descending order on the basis of the combined percentage of "Very Important" or "Important" responses. The actual item number is shown in parentheses with each item.

Table 9 contains a transformation and condensation of Appendix E. This table displays item numbers in ascending sequence, from 24 to 46, along with an ordinal type ranking by population of each item. For example, item 33, "To provide late afternoon or evening classes," ranked first in the nonretiree and business population, second in the former student population, third in the faculty population, fourth in the current student population, fifth in the high school senior population and ninth in the retiree population. When using Table 9, it is important to understand that the numbers in each column represent ranks and that the actual differences in the percentages (See Appendix E) that correspond to given ranks may vary greatly. Also, the number of respondents between populations as well as the number of respondents on each item within populations varies substantially. (See Appendix E.)

It can be seen from Table 9 that some items ranked high in all populations while others ranked low. The following items ranked consistently high in each population: item 26, "Teach students to be wage earners," item 27, "Teach students to be generally knowledgeable," item 32, "To

provide convenient locations," item 33, "To provide late afternoon or evening classes," item 36, "To provide learning opportunities for all adults, regardless of background," item 39, "To provide educational opportunities for the physically handicapped," and item 41, "To provide occupational education." The following items ranked consistently low in each population: item 34, "To provide Saturday classes," item 35, "To provide Sunday classes," item 37, "To provide personal psychological counseling" and item 42, "To provide child care facilities for parent learners."

Although Table 9 shows a general consistency in item ranking between populations, some exceptions do exist. For example, the Verde Campus faculty ranked the need to prepare students for a four-year college or university, item 29, relatively higher than any other population. Reference to Appendix E confirms and accents the relationship. The nonretiree, retiree, business and former student populations presented responses on this item in the 70% range. The current student population responses were in the low 80% range while the Verde Campus faculty responses totaled almost 90%. Only slightly more than 50% of the high school senior population viewed this item as "Very important" or "Important."

The retiree population ranked items 30 and 31, "Teach students to be good neighbors" and "Teach students to derive satisfaction from leisure time activities," relatively higher than did the other populations. Both the nonretiree and retiree populations ranked item 31 about the same. On item 30, except for the retiree population which totaled 87.5%, all populations totaled less than 70% in the "Very important" or "Important" categories. On this item the Verde Campus faculty and high

school senior populations totaled 44.5% and 31.9%, respectively. (See Appendix E.)

On item 31, the retiree and nonretiree populations totaled "Very important" and "Important" responses in the 70% range, while all other populations were in the 60% range or lower. The high school senior population ranked this item relatively lower than all other populations, 39.8%.

The high school senior population showed its concern for financial aid in item 46 by totaling 81.5% combined "Very important" and "Important" responses. The Verde Campus faculty indicated 70.5% on this item, and all other populations indicated less than 70%. The concern for financial aid among high school students is verified by Table 3 which shows the number of those students who currently hold jobs to be 45.5%.

The preceding discussion of Table 9 and Appendix E emphasizes the need to use both in concert. Table 9 is a transformation of data in Appendix E, and the rankings in Table 9 do not accurately reflect the percentage differences in the appendix.

TABLE 9

Rankings Within Populations Based on Combined "Very Important" and "Important" Responses to Each Item

Item	Nonretiree	Retiree	Business	Current Student	Former Student	V.C. Faculty	High School Senior
24	10	12	11	15	11	19	16
25	8	2	7	12	9	11	15
26	4	4	6	6	6	7	10
27	3	1	5	2	4	2	4
28	9	7	8	8	10	9	6
29	13	14	12	9	13	6	19
30	18	10	17	19	17	20	22
31	14	13	18	18	18	18	21
32	2	8	10	7	1	5	7
33	1	9	1	4	2	3	5
34	21	19	21	22	21	21	20
35	23	23	23	23	23	23	23
36	5	3	4	1	5	1	1
37	20	22	19	20	20	16	17
38	11	11	9	10	8	10	11
39	7	5	2	5	7	8	3
40	16	15	13	11	12	12	13
41	6	6	3	3	3	4	2
42	22	20	22	21	22	22	18
43	17	17	16	13	15	13	14
44	12	18	14	14	14	15	9
45	15	16	15	16	16	17	12
46	19	21	20	17	19	14	8

Question 23 consisted of multiple items aimed at gathering information about preference for various teaching/learning alternatives. The following table shows the percentage of "Yes" responses along with the total number of responses in parenthesis to each item within question 23 by population.

TABLE 10

Percentage of "Yes" Responses to Teaching/Learning Alternatives

Population	Contract Teaching %	N	Open Entry/ Open Exit %	N	Individual Instruction %	N	Open Lab %	N	Self-Paced %	N
Community										
Nonretiree	68.0%	(50)	45.5%	(55)	60.0%	(55)	56.9%	(51)	70.0%	(60)
Retiree	63.3%	(33)	54.1%	(37)	59.5%	(37)	50.0%	(32)	72.5%	(40)
Business	72.0%	(107)	50.9%	(110)	55.3%	(103)	59.0%	(100)	76.7%	(120)
Current Student	68.8%	(154)	46.1%	(154)	66.2%	(145)	58.7%	(150)	78.4%	(167)
Former Student	62.8%	(129)	42.4%	(144)	56.7%	(120)	42.9%	(112)	66.2%	(136)
High School Senior	67.7%	(192)	63.2%	(193)	58.7%	(189)	57.8%	(187)	83.8%	(197)

In Table 10, all populations indicated a preference for contract teaching and for self-paced instruction by approximately a two-thirds majority in every case. More than fifty percent of the people who responded in each population registered preferences for individual instruction. Of the other two items, open entry/open exit and open lab, only the high school senior population registered a noticeable preference of 63.2% for open entry/open exit. Such a preference may be the result of more exposure for this young population to innovative instructional alternatives than other populations have had.

The Verde Campus faculty population was omitted from Table 10 due to the few responses registered on this question. Less than half of the faculty population responded to the items in the question. Also, responses from all populations to item 59, "Other," were minimal. Of those respondents who registered an entry for "Other," most indicated "N." For those very few who registered "Y" on this item (less than 25 total for all populations), most did not specify another alternative.

Educational Opportunity

A number of questions in the GENERAL QUESTION SET were designed to gather information about the opportunity, or lack of it, for taking courses through the college. These questions addressed matters such as the following: why people aren't taking courses, what they would like to take, and preferred locations as well as days and times for classes.

Question 17 tried to address reasons for not pursuing additional education. The responses to this question are shown in Table 11. In this table, the nonretiree and retiree population are combined into the community population. Also, this was one of the questions which received multiple responses from respondents; therefore, the numbers in each row and column do not represent disjoint sets of main reasons, but rather the totals of all reasons registered.

In terms of totals on each item, it can be seen that few respondents (35 total) thought that additional education was of no help to them. It is interesting to note, however, that more than half of this total (19) came from high school seniors. Also, the conflict of need for babysitting services did not rank high relative to the other items in this question.

The three items in question 17 which represented time or personal conflicts (employment conflict, family obligations, and conflict in time or place with course offering) accounted for more than half of the total reasons registered for not pursuing additional education: 496 out of 960 total responses.

Excessive costs was an item that showed an impact on all populations. In an era of declining dollar value, this reason for not

continuing further education might be expected to remain and probably grow in relative importance.

Three items that might be viewed as attitudinal in nature (previous grades too low, don't like to study and too old to benefit) accounted for 152 of the responses or approximately 16%. Many of the responses to item 10, "Other," could also be placed in an attitudinal category. Of the 80 total responses to "Other," a number of people wrote in such comments as "don't care to," "lack of motivation," "spouse wouldn't like it," "just not interested in more schooling," "out of school too long," and "too lazy." Other comments were "travel conflicts," "desired courses not offered" (of ten, this was in reference to upper level or graduate courses), time or personal conflicts, and health reasons.

Finally, it can be seen that the high school senior population exerted a preponderant influence on the totals of three items: "Education does not help me do the things I want to do," "Don't like to study," and "Previous grades too low." This influence might be partially attributable to some members of this population being tired of school and desirous of change as they anticipate their own careers.

TABLE 11

Reasons for Not Having the Opportunity to Pursue Further Education

Population	Employment Conflict	Excessive Educational Costs	Family Obligations	Previous Grades Too Low	Education Doesn't Help	Don't Like To Study	Need Babysitter	Time Or Place Conflict	Too Old To Benefit	Other
Community	21	16	21	2	6	1	3	22	22	14
Business	66	15	29	0	1	4	4	35	3	22
Current Student	46	37	31	5	5	7	9	39	1	17
Former Student	27	21	33	2	4	2	16	43	15	15
High School Senior	33	69	28	42	19	37	7	22	9	12
Column Totals	193	158	142	51	35	51	39	161	50	80

GRAND TOTAL: 960

Responses to question 18 were far-ranging and touched on almost all conceivable areas of study. There appeared to be no substantial difference in the type of responses between populations. In terms of cumulative totals, the following table lists in descending sequence those subject areas that were indicated most often.

TABLE 12

Desired Areas of Study

Area of Study	Number of Responses
Business	69
Art	62
Accounting	22
Nursing	22
Psychology	22
Occupational/Trade	18
Music	15
Foreign Language	10
Conversational Spanish	9
Law	9
Fire Science	8
Real Estate	8

In Table 12 the occupational/trade entry consists primarily of entries for welding and electrical as well as a couple of entries for auto mechanics and general occupational courses. The foreign language and conversational spanish entries do represent distinct responses; some respondents specifically indicated conversational spanish. Also, in business, some respondents indicated business management, most just indicated business, and a few listed secretarial types of courses. Likewise, in art most respondents just listed art, although a few listed some specialties.

When asked about locations and class times, most respondents indicated a preference for the Verde Campus as shown in Table 13. When viewing this table, however, it is important to remember that the current student

population was biased toward the Verde Campus since logistical and time constraints prevented reaching all current students and extension students were the most adversely effected. Also, both high schools that participated in the project were located in close proximity to the campus. The combination of responses to both secondary school items and the Verde Campus item constitutes over 78% of all responses. Most of the responses to the "Other" item indicated preferences for the three other major communities in the Valley: Sedona, Camp Verde and Clarkdale. Of the 145 responses to this item, 19 indicated no preference. Table 13, which corresponds to question 19, reflects multiple entries from some respondents. The numbers, therefore, represent the totals of all preferred locations.

TABLE 13

Locations Preferred for Pursuit of Education

Population	Local Elementary School	Local High School	Meeting Hall, etc.	Place of Employment	Verde College Campus	Other
Community	30	36	16	0	61	8
Business	53	38	11	7	72	12
Current Student	36	61	16	9	112	34
Former Student	66	66	13	3	83	26
High School Senior	13	92	3	23	74	65
Column Totals	198	293	59	42	402	145

GRAND TOTAL: 1139

Class schedule preference is shown in Table 14. All populations except nonretirees and high school seniors show distinct preferences for once a week scheduling. If either once or twice a week scheduling is considered, only the high school senior population remains atypical.

When considering the academic environment with which high school seniors are familiar, namely, multiple class meetings per week, it is easy to understand their preference for scheduling three times a week. In fact, most of the 7.1% of responses for this population in the "Other" item (which represented 17 responses) indicated a desire for four or more class meetings a week. Of the responses from the other populations in the "Other" item, a total of 16, most indicated no preference.

TABLE 14

Preferred Types of Class Scheduling

Population	Once A Week	Twice A Week	Three Times A Week	Other	N
Community					
Nonretiree	33.3%	56.0%	10.7%	0%	75
Retiree	46.2%	38.5%	11.5%	3.8%	52
Business	50.7%	38.5%	10.1%	.7%	148
Current Student	50.5%	39.4%	7.3%	2.8%	218
Former Student	56.1%	33.7%	6.6%	3.6%	196
Faculty	68.4%	31.6%	0%	0%	19
High School Senior	12.6%	34.5%	45.8%	7.1%	238

Table 15 contains the responses to question 21. This question, like others already mentioned, received multiple entries from some respondents; therefore, the numbers in each row do not represent the disjoint totals of one response per respondent. Also, a review of question 21 (See Appendix B) shows provision for only seven entries, Monday through Sunday. Once questionnaires were being prepared for data entry, it became apparent that many respondents had indicated either Monday, Wednesday and Friday or Tuesday and Thursday. Therefore, on questionnaires with those entries, separate, modified entries for item 8, MWF, and item 9, TT, were made by the project director. This modification is shown in Table 15.

Table 15 shows preferences for Monday through Thursday classes. In terms of once a week scheduling, Wednesday and Monday placed first and second, with Tuesday and Thursday placing third and fourth. The combination Tuesday and Thursday, TT, received a high count. Not shown in Table 15 is a combination of Monday and Wednesday noted on many questionnaires.

The total of 123 under MWF may be misleading. Some questionnaires indicated separate entries for Monday, Wednesday and Friday, but had no response to question 20, the desired number of times per week. Such entries on question 21 were changed to MWF. It might be that those respondents, in fact, did not want three classes a week, but rather were expressing an availability for one or two of the three days so indicated.

TABLE 15

Preferred Class Days

Population	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	MWF	TT
Community	34	26	39	21	15	7	3	10	29
Business	37	42	42	28	11	12	4	11	21
Current Student	65	60	73	57	21	5	2	10	58
Former Student	58	41	61	40	11	8	4	16	47
High School Senior	22	15	24	9	6	10	9	76	96
Column Totals	216	184	239	155	64	42	22	123	251

Preferences for class times are shown in Table 16. This table displays data recorded through question 22. Like question 21, this question received multiple responses from some respondents. Two patterns of multiple responses were discernable. First, many respondents would indicate adjoining times, e.g., early A.M. and late A.M. Second, some respondents indicated early A.M. and evening. The data displayed in this table are the totals of all responses.

It is clear that evening times received the greatest expression of preference overall. In fact every population except high school seniors expressed a preference for evening. Early A.M. is shown as the second preference overall, with every population except high school seniors expressing a second preference for it. The high school senior population rated early A.M. first and evening second in terms of total count.

A total of 20 responses from all populations were registered as "Other." The comments associated with these responses were multiple preferences or no preference. Table 16 clearly shows the expression of interest in evening and early A.M. classes.

TABLE 16

Preferred Class Times

Population	Early A.M.	Late A.M.	Noon	Early Afternoon	Late Afternoon	Evening	Other
Community	31	25	4	29	17	64	2
Business	18	7	1	9	15	117	3
Current Student	62	46	11	59	30	132	4
Former Student	54	41	1	45	21	107	3
Faculty	4	4	1	4	3	12	2
High School Senior	91	47	17	27	32	83	6
Column Totals	260	170	35	173	118	515	20

Occupational Offerings

Two questions in the GENERAL QUESTION SET, questions 24 and 25, concerned specific types of course offerings. Multiple responses from many respondents were registered on question 24 as was the case with some previous questions. The totals of all responses for each occupational

program are shown in the following table. Auto, construction trades, and electronics each received responses in the 140 range. Agriculture was next at 127, and the fewest were registered in welding with 99.

Table 17 also contains totals for "None" and "Other." It is important to note that the total number of responses under "None" exceeds the total of any other column. Of equal and parallel importance is the "Other" column. The vast majority of specified programs for this category were not occupational in nature; rather, they corresponded closely to subject areas listed in question 18, Table 12. As in Table 12, business and art were listed most often. Some specific areas within business were the following: business management, secretarial and office administration, and computers. Within art, some areas were mentioned like commercial art and water colors, but most entries just listed art.

TABLE 17

Interest in Occupational Education

Population	Auto	Welding	Construc-tion Trades	Agri-culture	Elec-tronics	None	Other
Community	8	8	11	20	16	42	24
Business	29	15	24	21	19	27	45
Current Student	38	24	39	36	27	43	43
Former Student	22	21	29	25	22	61	41
High School Senior	52	31	39	25	64	55	47
Column Totals	149	99	142	127	148	228	200

Question 25 specifically asked about the need for data processing classes. Responses to this question are listed in Table 18. In the case of every population, a higher percentage of "Yes" responses was

recorded than "No" responses. For some populations, retiree, faculty and high school senior, the percentage of "Yes" and "Don't Know" responses were approximately equal. The former student population registered a higher percentage of "Don't Know" responses than "Yes" responses. In all cases, the percentage of "No" responses was much less than the percentage of "Yes" responses.

TABLE 18

Do You See the Need for Data Processing Classes?

Population	Yes	No	Don't Know	N
Community				
Nonretiree	53.8%	13.7%	32.5%	80
Retiree	44.2%	10.4%	45.5%	77
Business	50.6%	19.2%	30.2%	172
Current Student	39.1%	27.4%	33.5%	215
Former Student	35.1%	14.1%	50.8%	191
Faculty	43.8%	12.5%	43.8%	16
High School Senior	42.4%	15.2%	42.4%	250

Campus/Community Relationship

The last four questions of the GENERAL QUESTION SET were designed to gather information about the relationship the college has with the community. Questions 26 and 27 specifically asked each respondent what he or she thought of the relationship and if they thought the community viewed the Verde Campus as an important part of the community. The responses to these two questions are displayed in Tables 19 and 20 respectively. Questions 28 and 29 concerned the issue of additional tax support for existing programs and additional programs at the Verde Campus. The responses to these two questions are displayed in Tables 21 and 22 respectively.

Responses from the populations to each question seemed to be consistent. In fact, responses to questions 26 and 27 (Tables 19 and 20) are quite consistent. The same is true for responses to questions 28 and 29 (Tables 21 and 22). It is apparent that most respondents feel that the college has a very good or good relationship with the community as shown by Table 19. It is equally apparent in Table 20 that most respondents think the community views the Verde Campus as an important part of the community.

Tables 21 and 22 also show consistent responses from all populations. Although the college enjoys a good relationship with the community, the respondents consistently indicated higher percentages of "No" responses than "Yes" responses to both tax questions as shown in Tables 21 and 22. Totals in the "Don't Know" column of both tables may be of equal or greater importance than totals in the "Yes" and "No" columns. The percentages of "Don't Know" responses are all close to 50%. With the exception of the high school senior population, all populations registered approximately one-third of their responses as "No." Tables 21 and 22 would appear to indicate that a sizable percentage of each population is uncertain on the question of additional tax support either for existing or additional programs.

TABLE 19

In Your Opinion, What Kind of Relationship Does the College Have With the Community?

Population	Very Good	Good	Not So Good	Bad	Don't Know	N
Community						
Nonretiree	19.5%	51.7%	6.9%	2.3%	19.5%	87
Retiree	27.4%	44.0%	7.1%	0%	21.4%	84
Business	24.6%	49.2%	8.0%	1.1%	17.1%	187
Current Student	37.3%	45.1%	5.2%	1.7%	10.7%	233
Former Student	38.6%	43.5%	7.7%	2.4%	7.7%	207
Faculty	21.1%	52.6%	21.1%	0%	5.3%	19
High School Senior	10.2%	43.5%	12.5%	5.1%	28.6%	255

TABLE 20

Do You Think the Community Views the Verde Campus as Being an Important Part of the Community?

Population	Yes	No	Don't Know	N
Community				
Nonretiree	69.0%	11.5%	19.5%	87
Retiree	75.0%	1.1%	23.9%	88
Business	70.1%	10.7%	19.3%	187
Current Student	72.3%	9.1%	18.6%	231
Former Student	75.5%	9.6%	14.9%	208
Faculty	78.9%	5.3%	15.8%	19
High School Senior	39.8%	23.0%	37.1%	256

TABLE 21

Do You Think the Community Would Be Willing to Pay Higher Taxes to Support Programs at the Verde Campus?

Population	Yes	No	Don't Know	N
Community				
Nonretiree	19.5%	31.0%	49.4%	87
Retiree	20.5%	36.4%	43.2%	88
Business	23.1%	34.4%	42.5%	186
Current Student	22.3%	30.5%	47.2%	233
Former Student	20.8%	27.1%	52.1%	207
Faculty	15.8%	36.8%	47.4%	19
High School Senior	13.3%	44.7%	42.0%	255

TABLE 22

Do You Think the Community Would Be Willing to Pay Higher Taxes for Additional Programs at the Verde Campus?

Population	Yes	No	Don't Know	N
Community				
Nonretiree	23.0%	28.7%	48.3%	87
Retiree	15.7%	30.3%	53.9%	89
Business	19.7%	33.9%	46.4%	183
Current Student	19.6%	29.6%	50.9%	230
Former Student	18.4%	25.2%	56.3%	206
Faculty	15.8%	31.6%	52.6%	19
High School Senior	21.1%	31.6%	47.3%	256

General Question Set Summary and Conclusions

The Verde Campus of Yavapai College covers a sizeable geographical area through on-campus and extension courses, provides a variety of programs, and serves a student body from all eligible age ranges, as shown in Table 4. The Verde Valley is relatively void of major business and industry; ranching, retirement, tourist trade and consequent service activities dominate the valley's economy. The diffusion of professional and personal interests, therefore, poses problems in developing concensus on the educational needs to be met by the campus.

The respondents in this project generally seemed to be satisfied with the courses they had taken from the existing programs offered through the Verde Campus. The vast majority of each population in Table 7 indicated that their experiences were adequate in preparing them for further education. The same is basically true of the adequacy of experiences for job preparation (Table 6). It must be remembered that most of the "No" and "Maybe" responses on both Table 6 and Table 7 were due to courses that were taken for personal enlightenment and not for job or further education preparation (Table 8).

Each of the populations ranked high most of the existing or potential services (the items in questions 14, 15, and 16). Although in Table 9 the services are ranked from 1 to 23 by item within population, a review of Appendix E shows that in every population the top nineteen items received fifty percent or more combined "Very Important" and "Important" responses.

It can be seen, however, from Table 9 that some items ranked high in all populations, such as, learning opportunities for all adults, regardless

of background (item 36), and for physically handicapped persons (item 39). The need for convenient locations as well as late afternoon and evening classes (items 32 and 33) were considered of high importance by all populations. An expression of need for general education was shown consistently by all populations on items 27 and 28: to teach students to be generally knowledgeable and to be wise consumers. Equally, an orientation toward occupational education was shown consistently by all populations on items 26, 38 and 41: teach students to be wage earners, provide occupational and job counseling, and provide occupational education.

It is important to remember that Table 9 must be used only as a reference to Appendix E where actual percentages are shown. For example, from Table 9 alone, it might be assumed that the need to provide remedial (developmental) courses (item 43) is of little importance. Such is not the case. Appendix E shows that item 43 was ranked as very important or important by over two-thirds of every population.

Table 11 shows that some educational needs may be going unmet through conflicts. It may be that different class scheduling in some cases could address some of the 354 registered employment and time or place conflicts. Likewise, the three items that may be regarded somewhat as attitudinal might be addressed through increased understanding of admission requirements and the potential benefits to be derived from education.

The discussion of desired areas of study requires a review of Tables 12 and 17. Although Table 12 lists those areas of study mentioned most often, many areas were mentioned once or twice. The occupational area received a number of responses as shown in Table 12. Also in Table 17, a sizeable expression of interest in occupational education was registered. However, not shown effectively in Table 17 is a broad range of specific

courses that corresponded to the conventional academic curriculum. These courses were mentioned in the "Other" category. Also, much interest in arts and crafts was registered in Sedona.

The data collected in this project support the position that a reasonable expression of need has been registered for academic transfer courses, occupational education, and continuing education.

Data gathered from questions within the GENERAL QUESTION SET were subject to analysis which subdivided the data on the basis of geographical location. In most cases responses from the different major communities did not differ substantially. On the question of preferred locations, however, the responses did differ. Responses from Sedona in the community and business populations were heavily weighted toward item 1, "Local Elementary School," in question 19. In both populations, more than 50% of all Sedona responses to this question were registered for item 1.

In the area of class scheduling, distinct preferences were expressed for once or twice a week classes, primarily during Monday through Thursday, with most interest expressed in evening and early A.M. It is apparent that classes designed for the business population must be scheduled in the evening. Evening scheduling is also important for conventional academic courses. Scheduling for retirees and for some students intending to participate in the general education or transfer program, however, should be during day time hours.

The final four questions of the GENERAL QUESTION SET, which concerned the campus/community relationship, received basically consistent responses from the various locales. On questions 28 and 29, Tables 21 and 22, a higher percentage of "Don't Know" responses was registered from the community population in Sedona than elsewhere in the valley, and responses

to "Yes" and "No" were proportionately less. However, responses to "Don't Know" on both questions were much higher for all populations than to "Yes" or "No."

RETIREMENT COMMUNITY QUESTION SET

Eight questions were designed specifically for retired members of the community. (See Appendix B). In the community survey each respondent was asked to complete the RETIREMENT COMMUNITY QUESTION SET if he or she indicated a retired status on either question 1 or 3 of the GENERAL QUESTION SET. Since Yavapai College offers special credit courses for retirees through its Retirement College, many of the questions in this special question set concerned the Retirement College.

When asked if there should be a charge for Retirement College courses, 83% of the retirees responded with the following choices: 38.6% indicated "Yes," 48.2% indicated "No," and 13.3% indicated "Don't Know." When asked if they would be willing to pay a reduced fee for Retirement College courses, 70 retirees responded with the following choices: 38.6% indicated "Yes," 22.9% indicated "No," and 38.6% indicated "Don't Know." Of those who responded with "Yes" to this question, when asked how much, four people said that it depended on the course, three people said $10.00, one person said $7.00, one person said $5.00 - $10.00, one person said half price, and seven people indicated "?".

Over two-thirds of the respondents (67.1%) indicated that they knew Retirement College courses were offered free to men 65 or older and

women 62 or older. Eighty-five retirees responded to this question.

Seventy-nine retirees responded to question 4, which asked about repeating a course as often as desired. Of those who responded, 46.8% indicated "Yes," 29.1% indicated "No," and 24.1% indicated "Don't Know."

When asked if they had ever taken a course for academic credit at the Verde Campus that was not offered through the Retirement College, seventy-five retirees responded with 9.3% indicating "Yes" and 90.7% indicating "No."

The sixth question in this question set concerned interest in non-credit courses where a fee would be required. Of seventy-one retirees responding, 38.0% indicated they would be interested in such courses, 43.7% indicated they would not, and 18.3% indicated they did not know.

The seventh question on this set concerned interest in regular credit courses where a fee would be required. The response percentages changed substantially from the previous question. Of seventy retirees responding, 21.4% indicated they would be interested, 65.7% indicated they would not and 12.9% indicated they did not know.

The final question of the RETIREMENT COMMUNITY QUESTION SET asked those people who had expressed an interest in regular credit courses to choose an area of preference from a list of College Divisions. The Divisions of Allied Health, Fine Arts, and Liberal Arts received four responses each, the "Other" category received three responses, the Divisions of Business, and Health, Physical Education and Recreation received two responses each, the Division of Applied Science and Technology received one response, and the Math and Science Division received no responses. A total of twenty responses were accumulated on

this question; it is doubtful that this small number can be meaningfully interpreted.

Retirement Community Question Set Summary and Conclusions

The question of enrollment fees for Retirement College courses has been discussed throughout the history of the Retirement College. This survey did not focus specifically on Retirement College courses or students; however, it was desired to gather input from community retirees (whether or not they were students) regarding retirement courses.

Although almost 50% of the community retirees who responded said they did not think there should be a charge for Retirement College courses, over 15% more said they would be willing to pay a reduced fee than said they would not (38.6% to 22.9%).

Close to half (46.8%) of the respondents thought they should be able to repeat a course as often as desired. This interest in repeating courses might have been with the view in mind of personal enrichment courses rather than conventional academic credit courses since responses differed substantially on questions that asked about non-credit and credit courses. Non-credit courses might have been seen as oriented more toward personal enrichment since 38.0% indicated they would be interested in such courses (43.7% said they would not). Only 21.4% indicated an interest in regular credit courses; 65.7% indicated a lack of interest.

BUSINESS QUESTION SET

Questionnaires distributed to businesses consisted of two parts: the GENERAL QUESTION SET, discussed previously, and the BUSINESS QUESTION SET. (See Appendix B.) The seven questions specifically designed for businesses were intended to elicit information about their current and future educational needs.

The distribution of 180 identified types of businesses that participated in the survey was weighted heavily toward the retail trade sector (44%), the service sector (26%), and the finance, insurance and real estate sector (17%). Such a distribution was to be expected since the economy of the Verde Valley is based on a minimal amount of industry and is oriented more toward tourism, agriculture and retirement. Most businesses are small and locally owned. The distribution of number of employees, question 2, confirmed the expectation that most responding businesses had very few employees. Out of 179 businesses that listed their number of employees, 66.5% employed less than five, 21.2% employed five to nine, 5.6% employed ten to nineteen, 3.9% employed twenty to twenty-nine, and 2.8% employed thirty or more.

The third question on the BUSINESS QUESTION SET concerned the anticipated number of employees in the next three years. The following table shows the distribution by number of employees for those businesses that responded to this question.

TABLE 23

Anticipated Number of Employees in the Next Three Years

This Number Of Businesses	Will Need This Number Of Employees (Each)	For This Total Number Of Employees
18	1	18
27	2	54
12	3	36
8	4	32
5	5	25
3	6	18
5	7	35
4	8	32
6	10	60
1	15	15
1	20	20
1	27	27
1	30	30
1	40	40
		TOTAL 442

Question 4 asked about the skill that was of most use in each business. The responses to this question were consistent with the kinds of businesses found in the valley. Thirty-three respondents listed sales and customer relations, and twenty listed secretarial and clerical skills. General business skills were listed by thirteen respondents, with bookkeeping, problem solving, real estate, and mechanical skills each being indicated seven or eight times. A number of other skills were listed from two to five times each: computer, photography, tax, carpenter, nurse, interior design, floral design, cashier, cook, agriculture, and electronics. Many other skill areas were listed once.

Question 5, items 71 through 75, concerned training options available for employees. Responses to this question were not mutually exclusive, i.e., some businesses indicated more than one of the listed training options. Briefly, ninety-seven businesses listed OJT as an available training option,

twenty-eight listed OJT combined with local education programs, twenty-two listed additional specialty courses at college, ten listed additional general education courses at college, and fourteen listed the final option, "Other." When asked to specify what kinds of other options were available, seminars and workshops were mentioned most, while office training programs and professional organization training programs also received mention.

A total of 174 businesses responded to question 6 which asked about the need for employees with data or word processing skills. Of this total 22 (12.6%) indicated "Yes," 144 (82.8%) indicated "No," and 8 (4.6%) indicated "Don't Know."

The final question asked, what kinds of skills would be required for those businesses that indicated a need for data or word processing skills. Most respondents overlooked the qualifying relationship of this question to the preceding question and answered with the general skill required in the business. Of those responses in the data or word processing area, the ability to interface with data terminals was the required skill most frequently mentioned.

Business Question Set Summary and Conclusions

Table 23 shows the employment potential that exists in the Verde Valley in the next few years. The numbers in the table were derived from ninety-three responding businesses. Over 1400 businesses currently exist in the valley. It is reasonable to deduce that employment oppor-

tunities should be good for eligible people in the work force.

Many of the skills listed by business respondents were not necessarily associated with schooling up to or including the bachelors degree. The consistent mention of sales and customer relations skills as well as secretarial and clerical skills calls attention to the potential that exists in these areas in the next few years. Aside from the general education and transfer education programs which might include courses in the listed skill areas, continuing education short courses, workshops and/or seminars in the evenings may hold real relevance for employers and employees in the valley.

CURRENT STUDENT QUESTION SET

Students enrolled in classes during the Spring 1979 semester were asked to participate in the Needs Assessment Project. As discussed previously, not every student enrolled at or through the Verde Campus could be reached. The following table displays the enrollment pattern of the sample of students who participated in the project.

TABLE 24

Current Student Enrollment Patterns

Number	Percent	Program
8	3.6%	Allied Health
42	18.7%	Business
32	14.2%	Applied Science & Technology
65	28.9%	Fine Arts
21	9.3%	Liberal Arts
9	4.0%	Math and Science
2	0.9%	Health, Physical Education & Recreation
23	10.2%	Retirement College
23	10.2%	Other
225	100.0%	

Half of the current students worked on a job for which they received wages. Out of 226 responses, 113 indicated "Yes," and 113 indicated "No." Of those who worked, 20% worked fewer than thirty hours a week, 20% worked between thirty and thirty-nine hours, and 60% worked forty or more hours per week.

Question 4 of the CURRENT STUDENT QUESTION SET asked respondents to list their primary educational goal in attending the Verde Campus. The following table displays the responses to this question.

TABLE 25

Primary Educational Goal in Attending the Verde Campus (Current Students)

Number	Percent	Goal
25	10.8%	Improvement of Existing "Job Skills"
43	18.5%	Preparation for "Job To Be Obtained"
33	14.2%	University Transfer Credit
122	52.6%	Personal Interest
9	3.9%	Other
232	100.0%	

Table 25 shows that 29.3% of the participating students had job/occupational goals in mind, over 50% were taking courses for personal interest, and 14.2% were planning to proceed beyond the community college with their education.

The final question on this question set contained a number of service items, and each respondent was asked to indicate whether the listed service should be expanded, stay the same, be cut back, or be eliminated. In the following table the services are ranked in descending order based on the percentage of "Expanded" responses. Actual item numbers are in parentheses. Responses to item 90, "Other," were too few to be meaningfully interpreted.

TABLE 26

Campus Services

Service (Item #)	Expanded	Stay The Same	Cut Back	Eliminated	Don't Know	N
1. Transfer courses to four-year colleges (79)	63.3%	21.3%	1.2%	0%	14.2%	169
2. Library facilities (81)	62.3%	25.1%	1.8%	0%	10.8%	167
3. General Education (88)	57.2%	31.4%	0.6%	0%	10.7%	159
4. Vocational/occupational courses (78)	56.5%	28.2%	0.6%	1.2%	13.5%	170
5. Retraining adults for new jobs or careers (70)	53.5%	20.6%	0.6%	2.4%	22.9%	170
6. Job placement services (76)	50.3%	26.4%	3.1%	4.3%	16.0%	163
7. Job/career counseling (71)	45.2%	33.1%	1.8%	1.8%	18.1%	166
8. College Associate of Arts Degree (85)	45.1%	32.1%	3.1%	0.6%	19.1%	162
9. College Certificate Programs (87)	44.9%	30.4%	0.6%	0.6%	23.4%	158
10. Academic Counseling (72)	40.9%	39.6%	0%	2.4%	17.1%	164
11. College Associate of Applied Science Degree (86)	40.5%	35.4%	1.3%	0.6%	22.2%	158
12. Adult Education (non-credit) (84)	37.1%	40.6%	5.9%	1.8%	14.7%	170
13. Cultural activities (80)	36.9%	41.7%	2.4%	3.0%	16.1%	168
14. Personal counseling (75)	35.8%	37.6%	3.6%	5.5%	17.6%	165
15. Woman's studies (82)	34.2%	36.0%	3.1%	4.3%	22.4%	161
16. Retirement College (89)	32.6%	44.8%	7.6%	2.9%	12.2%	172
17. Remedial/developmental studies (83)	32.3%	32.9%	3.2%	3.8%	27.8%	158
18. Social recreational functions (74)	27.6%	36.8%	6.1%	8.0%	21.5%	163
19. Veteran's counseling (73)	26.8%	43.3%	3.0%	3.7%	23.2%	164
20. Minority/ethnic programs (77)	24.7%	34.2%	7.0%	8.9%	25.3%	158

Current Student Question Set Summary and Conclusion

It is important to remember in reviewing Table 26 that the sample of current student respondents was weighted heavily toward those who took on-campus and/or college transfer courses since they could be reached with minimal logistical problems.

Probably the most significant piece of information presented by Table 26 is that there was no real desire to cut back or eliminate any of the listed services. Most combined "cut back" and "eliminated" responses were in the 3% range or less.

The first five services listed received at least two or more "Expanded" responses for every "Stay the Same" response. In terms of the instructional program, transfer courses, general education, and vocational/occupational education ranked as three of the top four services to be expanded. Expansion of library facilities ranked second.

A review of Tables 25 and 26 shows that many of the respondents on each item in Table 26 had as their goal "Personal Interest" (Table 25) rather than transfer credit or either of the two occupational goals. The point is that responses within the sample to the services listed in question 5 were from more students than just those interested in the transfer or occupational programs.

FORMER STUDENT QUESTION SET

Students enrolled in classes during the Fall of 1978 but not during

the Spring of 1979 were designated as former students for the purposes of this project. Former students, contacted by mail, were asked to complete the GENERAL QUESTION SET and the FORMER STUDENT QUESTION SET.

The following table displays the distribution of former student responses to the question of their primary goal in attending the college.

TABLE 27

Primary Educational Goal in Attending the Verde Campus (Former Students)

Number	Percent	Goal
21	10.4%	Improvement of Existing Job Skills
12	5.9%	Preparation for "Job to be Obtained"
8	4.0%	University Transfer Credit
149	73.8%	Personal Interest
12	5.9%	Other
202	100.0%	

The distribution in Table 27 is similar to that for current students in Table 25. "Personal Interest" was listed as the predominant goal in attending the college for both populations. When asked about the extent to which their goals had been completed, 195 former students responded, with 18.5% indicating "Fully Completed," 60.5% indicating "Partially Completed" and 21% indicating "Not Completed."

Former students were asked in question 3 to describe their area of study. The resulting distribution of program areas was similar to the distribution for current students shown in Table 24, and, consequently, was not listed here.

Former students were asked to indicate how well the college was performing in certain service areas. Table 28 displays the distribution of responses.

TABLE 28

Ranking by Former Students of How Well the College Is/Was Performing in Certain Service Areas

	Service Area	Very Well	O.K.	Not Too Well	Not Well At All	Don't Know	N
1.	Advertising their programs	52.7%	29.7%	6.8%	2.7%	8.1%	148
2.	Convenient locations	41.1%	42.4%	6.0%	2.0%	8.6%	151
3.	Advising/counseling	11.0%	14.7%	3.7%	2.2%	68.3%	136
4.	Financial aid	4.4%	11.8%	2.2%	1.5%	80.1%	136
5.	Transfer programs	3.8%	12.1%	1.5%	0%	82.6%	132
6.	Co-curricular activities	3.7%	14.9%	4.5%	8.2%	68.6%	134
7.	Job placement	0.7%	5.9%	0.7%	2.2%	90.4%	136

Table 28 shows a general level of satisfaction for the job done by the college in advertising programs and providing convenient locations. Approximately 25% of the respondents felt the college was doing satisfactory work in advising and counseling; however, over two-thirds (68.3%) did not know on this item. On the items listed as 4, 5 and 6 in Table 28, approximately 15% of the respondents felt the college was doing satisfactory work in these areas; however, most respondents did not know. Over 90% registered "Don't Know" responses for the job placement service area.

When asked if they graduated, 17.1% indicated "Yes," and 82.9% indicated "No." The respondents to this question numbered 158.

Table 29 shows the principal reasons listed by former students for not reenrolling in classes at the Verde Campus.

TABLE 29

Principal Reasons for Not Reenrolling at the College

Number	Percentage	Reason
16	9.4%	Completed needed courses
3	1.8%	Transportation problems
2	1.2%	Transferred to another college
41	24.0%	Conflicting job or schedule hours
8	4.7%	Financial reasons
3	1.8%	Change of residence
1	0.6%	Grade problems
18	10.5%	Dissatisfied with instruction
5	2.9%	Dissatisfied with content of courses
27	15.8%	Personal family reasons
47	27.5%	Other
171	100.2%	(rounding error)

The responses from former students shown in Table 29 are similar to those from the other populations shown in Table 11. Again, conflicts of various types ranked very high as a principal reason for not returning to school. Aside from 41 responses to "Conflicting Job or Schedule Hours," most of the comments under "Other" had to do with time, place or other conflicts. Additional comments which received multiple entries under "Other" were the following: health, classes not offered in my locale, no desire, can't repeat a course, and class did not make.

Comments from the respondents who indicated dissatisfaction with instruction or course content were varied. The following responses were typical: unqualified or dull instructor, the course offered was not the one taught, teacher disinterested in students, and too elementary.

Former students were asked in question 7 to indicate their opinion of classes they had taken, and 181 responded. Of this number, 87.3% said classes were about right, 1.7% said they were too difficult, 7.2% said they were too easy, and 3.9% said they were too boring.

Question 9 asked respondents to rate the quality of instruction. Of 190 responding to this question, 52.1% indicated "Very Good," 38.9% indicated "O.K.," 4.2% indicated "Not Very Good," 3.2% indicated "Bad," and 1.6% indicated "Don't Know."

Question 8 asked respondents to list courses they would like to see offered that were not offered. The responses to this question were again quite varied, with no particular program, subject area or course being indicated in preference to others. Generally, responses fell into the general and transfer education, arts and crafts, and continuing education areas.

Former Student Question Set Summary and Conclusions

Although it would appear from Table 28 that most students are out of touch with many of the services provided by the Verde Campus, a couple of explanations may serve to mitigate against such an assumption. First, Table 27 shows that a high percentage or respondents (73.8%) in this population took classes for personal interest, and, therefore, it could be assumed that they would be uninterested in many other services provided by the campus. Second, it is reasonable to assume that many of the students enrolled in the transfer and occupational programs would be continuing from the Fall to the Spring semester and would not be in this population. Table 27 appears to support such an assumption: only 9.9% of the former student respondents were in the transfer program or were trying to prepare for a job. Therefore, it is not unreasonable to

assert that most of the former student respondents would find many of the services listed in Table 28 to be inapplicable to their needs. The high percentage of "Don't Know" responses to the last five services in Table 8 serves as confirmation of this assumption.

Responses listed in Table 29 were similar to responses in Table 11. Conclusions regarding Table 29 are similar to those associated with Table 11, but one additional conclusion is in order. Although, it was not given as a major reason for not returning, many students did express dissatisfaction with instruction or course content. It is not unreasonable to deduce from these responses that a need exists for improved monitoring of instruction.

FACULTY QUESTION SET

The Verde Campus faculty was asked to respond to the GENERAL QUESTION SET and seven questions on the FACULTY QUESTION SET. Of approximately sixty faculty, only nineteen faculty members responded. Logistical problems prevented reaching many of the faculty who taught only at extension sites. Most members of the Verde Campus Faculty were part-time instructors who taught off-campus; only four were full-time.

Most of the nineteen faculty members indicated that they would rate the image of the Verde Campus in the eyes of the community as good or very good. Specifically, 2 (10.5%) indicated "Very Good," 11 (57.9%) indicated "Good," 5 (26.3%) indicated "Not So Good," and 1 (5.3%) indicated "Don't Know." When asked how they personally viewed the image of the college, the responses were as follows: 5 (26.3%) indicated

"Very Good," 9 (47.4%) indicated "Good," 4 (21.1%) indicated "Not So Good," and 1 (5.3%) indicated "Bad."

Three questions concerned staff development and orientation. When asked if they would be interested in more staff development activities at orientation, the respondents split as follows: 9 (47.4%) indicated "Yes" and 10 (52.6%) indicated "No." When asked if they would be interested in voluntary staff development activities the split was almost the same: 10 (52.6%) indicated "Yes" and 9 (47.4%) indicated "No." This semester's orientation was rated as "Very Good" by 3 (15.8%), "Good" by 7 (36.8%), "Not So Good by 4 (21.1%), "Bad" by 1 (5.3%), and "Don't Know" by 4 (21.1%) of the nineteen respondents.

Three of the respondents were full-time faculty and sixteen were part-time. Most of these did not respond with comments to the final question on this question set. A few comments were entered, however, and they may be summarized as follows. A couple of respondents described the need for increased emphasis on academic and occupational courses and less emphasis on arts and crafts. Two respondents specifically expressed appreciation for a good orientation and the help they received from it. Finally, a couple of faculty members discussed some problems that they saw as still being in need of attention. Both referred to the recent administrative reorganization as, hopefully, a positive step. Remaining concerns, however, had to do with the need for positive public relations to restore confidence in campus stability and harmony, improved instructional quality control, improved personnel administration, and the need for additional administrative support for the dean. With regard to the last point, the respondent specifically

stated that there was just too much work for one dean.

Faculty Question Set Summary and Conclusions

Most of the responding faculty members saw the image of the campus as good, both in their eyes and in the eyes of the community.

The respondents were split approximately evenly on the question of more staff development activities at orientation as well as voluntary staff development activities. A couple of respondents indicated that they did benefit from staff development activities at orientation. It might be that increased emphasis on staff development at orientation and some trial voluntary staff development activities throughout the valley could go a long way toward improving the instructional delivery system as well as monitoring and quality control capabilities referenced by some of the faculty.

HIGH SCHOOL SENIOR QUESTION SET

High school seniors in the two public high schools in the Verde Valley participated in the Needs Assessment Project. Coordinated through the local administration of each school, the questionnaire went to most of the seniors at both schools and to some juniors at one. The fact that some juniors participated in the project was considered acceptable since they also are considering postsecondary plans.

Responses to question 1 on the HIGH SCHOOL SENIOR QUESTION SET are displayed in the following table.

TABLE 30

Plans After Completing High School

Number	Percent	
58	23.5%	Get a job
76	30.8%	Go to college
14	5.7%	Go to trade school
70	28.3%	Either 1 and 2 or 1 and 3
5	2.0%	Get married
10	4.0%	Join the military
14	5.7%	Other
247	100.0%	

It can be seen from Table 30 that postsecondary educational alternatives are being considered by close to two-thirds of the respondents: 30.8% plan to go to college, 5.7% plan to go to trade school and 28.3% plan to do one of the preceding as well as get a job. Of the fourteen respondents who indicated "Other," five were undecided and the rest mentioned specific career or travel plans.

Of those who expressed a desire to continue their education beyond high school, most wanted to learn a trade or get a degree. Specifically, out of 158 responses, 53.2% indicated "To Learn a Trade," 35.4% indicated "To Get A Degree," 2.5% indicated "Because My Friends Are Going," and 8.9% indicated "Other." When asked to specify an "Other" response, seven people said they just wanted to, four people expressed a desire for general education, and a couple listed incidental responses.

Those students who planned to attend college were then asked if they

intended to go to the Verde Campus. Out of 169 respondents, 13 (7.7%) indicated "Yes," 115 (68.0%) indicated "No," and 41 (24.3%) indicated "Don't Know." Those who indicated "No" or "Don't Know" were then asked to indicate a reason. The following distribution resulted from 141 responses: 35 (24.8%) indicated a desire to leave town or home, 45 (31.9%) indicated a desire to attend a four-year college or university, 11 (7.8%) felt the Verde Campus did not offer what they wanted, 31 (22.0%) indicated all of the preceding reasons were applicable, and 19 (13.5%) indicated other reasons. The eleven students who felt the Verde Campus did not offer what they wanted listed the following subject areas: marine biology, advertising design, forestry, stewardess, mechanical engineering, veterinary medicine, nursing, Bible studies, industrial psychology, diesel mechanic and pre-law. Nineteen respondents indicated other reasons: five were undecided, four said they had heard from other people that they did not like the Verde Campus, five listed other schools they wanted to attend, and there were a few additional incidental reasons.

Finally, those people who indicated that they would not or were not sure if they would attend the Verde Campus were asked if they would consider the college if they knew more about it. Of the respondents to this question, 20 (13.2%) indicated "Yes," 62 (41.1%) indicated "No," and 69 (45.7%) indicated "Maybe."

High School Senior Question Set Summary and Conclusions

Approximately 160 students indicated plans for continuing into

postsecondary education. Only thirteen indicated they intended to attend the Verde Campus, while forty-one were not certain. Although there are many reasons for high school graduates to relocate after graduation, the intended exodus of over one hundred seniors should be cause for concern throughout the valley, not just for the college.

For those students whose concerns are for career and employment, the Verde Campus should consider strengthening its occupational and transfer programs. In the current era of rapidly rising costs, an ongoing effort should be developed for communicating the opportunities available at the college along with reduced expenses associated with remaining in the valley.

APPENDICES

APPENDIX A

PROJECT GOAL AND OBJECTIVES

VERDE CAMPUS NEEDS ASSESSMENT

PROPOSED GOAL

Define community needs for education in the Verde Valley by surveying the following populations:

1. Community Households--Your taxes contribute to the support of the College. What programs should we offer and how can our services be made more available to you?
2. Businesses--You employ our students and/or graduates. How can their education be more relevant to your needs?
3. Current Students--You have chosen to attend the College. Might the programs offered be improved to meet your needs?
4. Former Students--You are familiar with the College. How do you regard the education you have received?
5. Faculty--You are the delivery system and have direct contact with students. How do you view the needs of the students and community?
6. High School Seniors--You may be interested in attending college. What are your needs?
7. Retirement Community--You may have interests and needs that the College can accommodate through programs and services. What are those interests and needs?

PROPOSED OBJECTIVES

1. Identify the programs, courses and services to be offered by the College.
2. Determine the need for occupational programs.
3. Determine the image of the Verde Campus of Yavapai College in the Verde Valley.

APPENDIX B

QUESTION SETS

VERDE VALLEY COMMUNITY NEEDS ASSESSMENT QUESTIONNAIRE

If you have previously responded to this questionnaire, do not answer the questions again (simply discard the questionnaire). If you have not responded to this questionnaire, please answer the following questions to the best of your ability.

Unless otherwise specified, indicate your response with a check mark on those items that pertain to you. You may skip any item that does not pertain to you or that you do not care to answer.

GENERAL QUESTION SET

1. What is your current occupational status?

10
- 1. Employed Full-Time
- 2. Employed Part-Time
- 3. Homemaker
- 4. Unemployed
- 5. Retired
- 6. Primarily a student or a full-time student

2. If employed, please list the type of employment. _____

11 12 (do not write in this space)

3. Age Group:

13
- 1. < 19
- 2. 20-29
- 3. 30-39
- 4. 40-49
- 5. 50-59
- 6. 60-69
- 7. 70 >

4. Sex:

14
- 1. M
- 2. F

5. Ethnic origin:

15
- 1. Native American
- 2. Black
- 3. Caucasian
- 4. Hispanic/Mexican American
- 5. Oriental
- 6. Other

6. Educational level:

16
- 1. Did not complete high school
- 2. Still in high school
- 3. High school graduate
- 4. Attending, or have attended, a commercial/technical school or community college
- 5. Graduate of commercial/technical school or community college
- 6. Bachelor's degree
- 7. Additional degree

7. Have you ever heard of the Verde Campus of Yavapai College?

17 ___ 1. Yes
___ 2. No

8. If the preceding answer was 'yes', how did you get your information about the Verde Campus?

___ 1. Newspaper
___ 2. Radio - Which one? _____
___ 3. TV
18 ___ 4. Word of mouth
___ 5. Mail-out
___ 6. Other - Specify _____

9. Have you ever attended classes offered at or through the Verde Campus?

19 ___ 1. Yes
___ 2. No

10. If the preceding answer was 'yes', do you think the training or education you received was adequate in preparing you for a job?

___ 1. Yes
20 ___ 2. No
___ 3. Maybe

11. If the answer to #9 was 'yes', do you think the training or education you received was adequate in preparing you for further education?

___ 1. Yes
21 ___ 2. No
___ 3. Maybe

12. If either of the two preceding answers were 'no' or 'maybe', please explain. _____

_____

22 ___ (do not write in this space)

13. Are you aware that people who don't have a high school diploma can take courses?

23 ___ 1. Yes
___ 2. No

14. How important do you think each of the following items is for the Verde Campus? (1-Very important; 2-Important; 3-Not very important; 4-Not important at all; 5-Don't know)

24 ___ Teach students to be effective parents
25 ___ Teach students to be good citizens
26 ___ Teach students to be wage earners
27 ___ Teach students to be generally knowledgeable
28 ___ Teach students to be wise consumers
29 ___ Prepare students to go to a four-year college or university
30 ___ Teach students to be good neighbors
31 ___ Teach students to derive satisfaction from leisure time activities

15. How important do you think each of the following items is for the Verde Campus (1-Very important; 2-Important; 3-Not very important; 4-Not important at all; 5-Don't know)

32 ___ To provide convenient locations
33 ___ To provide late afternoon or evening classes
34 ___ To provide Saturday classes
35 ___ To provide Sunday classes

16. How important do you think each of the following items is for the Verde Campus? (1-Very important; 2-Important; 3-Not very important; 4-Not important at all; 5-Don't know)

36 ____ To provide learning opportunities for all adults, regardless of background
37 ____ To provide personal psychological counseling
38 ____ To provide occupational and job counseling
39 ____ To provide educational opportunities for the physically handicapped
40 ____ To provide educational opportunities for ethnic minorities
41 ____ To provide occupational education
42 ____ To provide child care facilities for parent learners
43 ____ To provide remedial (developmental) courses
44 ____ To provide cooperative work experience programs
45 ____ To offer job placement services
46 ____ To offer financial aid

17. Many people would like additional education, but do not have the opportunity to pursue it. If this applies to you, indicate the main reason with a check mark.

____ 1. Employment conflict
____ 2. Educational costs are excessive
____ 3. Family obligations
____ 4. Previous grades are too low
47 ____ 5. Education does not help me do the things I want to do
48 ____ 6. Don't like to study
____ 7. Need babysitting services
____ 8. Conflict in time or place with course offering
____ 9. I am too old to benefit
____ 10. Other - Specify _____

18. If you had the opportunity to go to college part-time or full-time, what would you like to study?

_____

49 ____ (do not write in this space)

19. What locations would you prefer for the pursuit of your education?

____ 1. Local elementary school
____ 2. Local high school
____ 3. Meeting hall of civic or religious organization
50 ____ 4. Place of employment
____ 5. The Verde College Campus
____ 6. Other - Specify _____

20. Which of the following types of class scheduling would you prefer:

____ 1. Once a week
____ 2. Twice a week
51 ____ 3. Three times a week
____ 4. Other - Specify _____

21. On which of the following days would you prefer to have your classes?

____ 1. Monday
____ 2. Tuesday
____ 3. Wednesday
52 ____ 4. Thursday
____ 5. Friday
____ 6. Saturday
____ 7. Sunday

22. Which of the following times of the day would you prefer?

53
- 1. Early a.m.
- 2. Late a.m.
- 3. Noon
- 4. Early afternoon
- 5. Late afternoon
- 6. Evening
- 7. Other - Specify _____

23. Are you interested in the following teaching/learning alternatives? Indicate on each item with a Y or N.

54 _____ Contract Teaching (you agree with the teacher on what must be done for each grade)

55 _____ Open entry/Open exit (you may enter a course when you choose, discontinue it when you choose, and receive the grade you have attained)

56 _____ Individual Instruction (an instructor works with you individually)

57 _____ Open Lab (specific periods are not assigned)

58 _____ Self-paced Instruction (you complete assignments at your own speed)

59 _____ Other - Specify _____

24. If occupational education was to be expanded, in which program would you be interested?

60
- 1. Auto
- 2. Welding
- 3. Construction Trades
- 4. Agriculture
- 5. Electronics
- 6. None
- 7. Other - Specify _____

25. Do you see the need for data processing classes?

61
- 1. Yes
- 2. No
- 3. Don't know

26. In your opinion, what kind of relationship does the College have with the community?

62
- 1. Very good
- 2. Good
- 3. Not so good
- 4. Bad
- 5. Don't know

27. Do you think the community views the Verde Campus as being an important part of the community?

63
- 1. Yes
- 2. No
- 3. Don't know

28. Do you think the community would be willing to pay higher taxes to support programs at the Verde Campus?

64
- 1. Yes
- 2. No
- 3. Don't know

29. Do you think the community would be willing to pay higher taxes for additional programs at the Verde Campus?

65
- 1. Yes
- 2. No
- 3. Don't know

RETIREMENT COMMUNITY QUESTION SET

1. Do you think there should be a charge for Retirement College courses?

66 ____ 1. Yes
____ 2. No
____ 3. Don't know

2. Would you be willing to pay a reduced fee for Retirement College courses?

67 ____ 1. Yes - How much for each course? _____
____ 2. No
____ 3. Don't know

3. Do you know that college credit courses offered at the Retirement College of the Verde Campus are free to men (65 or older) and women (62 or older)?

68 ____ 1. Yes
____ 2. No

4. Do you think you should be able to repeat a course as often as you like?

69 ____ 1. Yes
____ 2. No
____ 3. Don't know

5. Have you ever taken a course for academic credit at the Verde Campus that was not offered through the Retirement College?

70 ____ 1. Yes
____ 2. No

6. Would you be interested in non-credit courses (a fee would be required)?

71 ____ 1. Yes
____ 2. No
____ 3. Don't know

7. Would you be interested in regular credit courses (a fee would be required)?

72 ____ 1. Yes
____ 2. No
____ 3. Don't know

8. If the answer to #7 was 'yes', which of the following areas interest you:

____ 1. Allied Health
____ 2. Business
____ 3. Applied Science and Technology
73 ____ 4. Fine Arts
____ 5. Liberal Arts
____ 6. Math and Science
____ 7. Health, Physical Education and Recreation
____ 8. Other - Specify _____

BUSINESS QUESTION SET

1. Please describe the primary function of your business._____

66 ____ (do not write in this space)

2. How many employees work here?

____ 1. Less than 5
____ 2. 5-9
67 ____ 3. 10-19
____ 4. 20-29
____ 5. 30 or more

3. How many new employees will be needed in the next three years?

68
69 ____ Number

4. Please list the skill that would be of most use to your business. _____

70 ____ (do not write in this space)

5. Please indicate with a check mark which of the following training options are available for employees.

71 ____ On the Job Training (OJT)
72 ____ OJT combined with local education programs
73 ____ Additional specialty courses at college
74 ____ Additional general educational courses at college
75 ____ Other - Specify _____

6. Do you need employees with data processing or word processing skills backgrounds?

____ 1. Yes
76 ____ 2. No
____ 3. Don't know

7. If the answer above is 'yes', describe the kinds of skills required.

_____

77 ____ (do not write in this space)

CURRENT STUDENT QUESTION SET

1. Please indicate the program in which you are currently enrolled.

66 ____ 1. Allied Health
____ 2. Business
____ 3. Applied Science & Technology
____ 4. Fine Arts
____ 5. Liberal Arts
____ 6. Math & Science
____ 7. Health, Physical Education & Recreation
____ 8. Retirement College
____ 9. Other - Specify _____

2. Are you currently working on a job for which you receive wages?

67 ____ 1. Yes
____ 2. No

3. If the answer above was 'yes', how many hours?

68 ____ 1. Less than 30 hours
____ 2. 30-39 hours
____ 3. 40 or more hours

4. What is your PRIMARY educational goal in attending this College?

69 ____ 1. Improvement of existing 'job skills'
____ 2. Preparation for 'job to be obtained'
____ 3. University transfer credit
____ 4. Personal interest
____ 5. Other - Specify _____

5. Please indicate on the following items whether they should be (1) expanded; (2) stay the same; (3) cut back; (4) eliminated; (5) don't know

70 ____ Retraining adults for new jobs or careers
71 ____ Job/career counseling
72 ____ Academic counseling
73 ____ Veteran's counseling
74 ____ Social recreational functions
75 ____ Personal counseling
76 ____ Job placement services
77 ____ Minority/ethnic programs
78 ____ Vocational/occupational courses
79 ____ Transfer courses to four-year colleges
80 ____ Cultural activities
81 ____ Library facilities
82 ____ Women's studies
83 ____ Remedial/developmental studies
84 ____ Adult education (non-credit)
85 ____ College Associate of Arts Degree
86 ____ College Associate of Applied Science Degree
87 ____ College Certificate Programs
88 ____ General Education
89 ____ Retirement College
90 ____ Other - Specify _____

FORMER STUDENT QUESTION SET

1. What was your PRIMARY goal in attending this College?

66 ____ 1. Improvement of existing job skills
____ 2. Preparation for 'job to be obtained'
____ 3. University transfer credit
____ 4. Personal interest
____ 5. Other - Specify _____

2. To what extent has this objective been completed?

67 ____ 1. Fully completed
____ 2. Partially completed
____ 3. Not completed

3. Please name or describe your area of study: _____

68 ____ (do not write in this space)

4. Please rank the following items on how well the College is/was performing: (1) Very well; (2) O.K.; (3) Not too well; (4) Not well at all ; (5) Don't know

____ 1. Financial aid
____ 2. Job placement
____ 3. Co-curricular activities (athletics, plays, lectures, etc.)
69 ____ 4. Transfer programs
____ 5. Convenient locations
____ 6. Advertising their programs
____ 7. Advising/Counseling

5. Did you graduate?

70 ____ 1. Yes
____ 2. No

6. What was your PRINCIPAL reason for not enrolling at the College this semester?

____ 1. Completed needed courses
____ 2. Transportation problems
____ 3. Transferred to another college
____ 4. Found job in occupation related to course(s) completed at the College
71 ____ 5. Conflicting job or schedule hours
72 ____ 6. Financial reasons
____ 7. Change of residence
____ 8. Grade problems
____ 9. Dissatisfied with instruction - Specify _____
____ 10. Dissatisfied with content of courses - Specify _____
____ 11. Personal family reasons
____ 12. Other - Specify _____

7. Generally, classes were:

____ 1. Too difficult
73 ____ 2. Too easy
____ 3. Too boring
____ 4. About right

8. What classes would you like to see offered that are not currently offered? _____

74 ____ (do not write in this space)

9. How would you rate the quality of instruction? (1) Very good; (2) O.K.; (3) Not very good (4) Bad; (5) Don't know

75 ____

FACULTY QUESTION SET

1. How would you rate the image of the Verde Campus in the eyes of the community?

66
- 1. Very good
- 2. Good
- 3. Not so good
- 4. Bad
- 5. Don't know

2. How would you rate the image of the Verde Campus in your eyes?

67
- 1. Very good
- 2. Good
- 3. Not so good
- 4. Bad
- 5. Don't know

3. Would you be interested in more staff development activities at orientation?

68
- 1. Yes
- 2. No

4. Would you be interested in voluntary staff development activities?

69
- 1. Yes
- 2. No

5. How would you rate this semester's orientation?

70
- 1. Very good
- 2. Good
- 3. Not so good
- 4. Bad
- 5. Don't know

6. Are you a part-time or full-time faculty member?

71
- 1. Part-time
- 2. Full-time

7. If you care to enter some comments, please enter them here. _____

_____

HIGH SCHOOL SENIOR QUESTION SET

1. What are your plans after completing high school?

66
- 1. Get a job
- 2. Go to college
- 3. Go to trade school
- 4. Either 1 and 2 or 1 and 3
- 5. Get married
- 6. Join the military
- 7. Other - Specify _____

2. If the preceding answer was 'go to college', select the reason why from the following list:

67
- 1. To learn a trade
- 2. To get a degree
- 3. Because my friends are going
- 4. Because my parents want me to
- 5. Other - Specify _____

3. If the answer to #1 was 'go to college', do you plan to attend the Verde Campus?

68
- 1. Yes
- 2. No
- 3. Don't know

4. If the answer to #3 was 'no' or 'don't know', which of the following reasons apply to you?

69
- 1. Just want to leave town or home
- 2. Want to attend a four-year college or university
- 3. The Verde Campus does not offer what I want. Specify _____
- 4. All of the above
- 5. Other - Specify _____

5. If the answer to #3 was 'no' or 'don't know', would you consider the community college if you knew more about it?

70
- 1. Yes
- 2. No
- 3. Maybe

APPENDIX C

PARTICIPANT, FORMER STUDENT &

FACULTY COVER LETTERS AND PRESS RELEASE

CLARKDALE, ARIZONA 86324 Yavapai College

Spring, 1979

Dear Participant,

You have been selected to participate in the Verde Valley Community Needs Assessment Project for the Verde Campus of Yavapai College. The purpose of the project is to define current community post-secondary educational needs in the Valley. This project is viewed as a systematic way of improving the educational program at the Verde Campus in response to the needs of the community it serves.

Samples of households and businesses will be surveyed by a team of college students and staff. Also, students currently enrolled at the campus, campus faculty, and high school seniors will be surveyed.

Your participation in this project is <u>important</u> and will be appreciated. Unless information is gathered from each participant, a less than complete picture of community needs will be obtained. Your cooperation is essential; your responses are confidential. The report developed from this survey will contain only totals and percentages, for example, 45% of household respondents were males.

If you have any questions about this survey, please contact:

Dr. Frank J. Gose
Institutional Researcher, Yavapai College
Black Hills Drive
Clarkdale, Arizona 86324

Phone: 634-7501

Sincerely,

Frank J. Gose, Ed.D.

FJG/mrj

CLARKDALE, ARIZONA 86324 Yavapai College

Spring, 1979

Dear Former Student:

You have been selected to participate in the Verde Valley Community Needs Assessment Project for the Verde Campus of Yavapai College. The purpose of the project is to define current community post-secondary educational needs in the Valley. This project is viewed as a systematic way of improving the educational program at the Verde Campus in response to the needs of the community it serves.

Samples of households and businesses will be surveyed by a team of college students and staff. Also, students currently enrolled at the campus, campus faculty, and high school seniors will be surveyed.

Your participation in this project is important and will be appreciated. Unless information is gathered from each participant, a less than complete picture of community needs will be obtained. Your cooperation is essential; your responses are confidential. The report developed from this survey will contain only totals and percentages, for example, 45% of household respondents were males.

If you have any questions about this survey, please contact:

Dr. Frank J. Gose
Institutional Researcher, Yavapai College
Black Hills Drive
Clarkdale, Arizona 86324

Phone: 634-7501

Sincerely,

Frank J. Gose

Frank J. Gose, Ed.D.

FJG/mrj

CLARKDALE, ARIZONA 86324 Yavapai College

Spring 1979

Dear Faculty Member:

The Verde Valley Community Needs Assessment Project for the Verde Campus of Yavapai College is underway. The purpose of the Project is to define current community post-secondary educational needs in the Valley.

As you may know, samples of households and businesses are being surveyed by a team of college students and staff. High school seniors are being surveyed through their schools and former Verde Campus students are being surveyed by mail.

We hope to survey as many currently enrolled Verde Campus students and faculty as possible, and we need your help to accomplish this task. You can help by completing a questionnaire for faculty and by asking your students to complete a student questionnaire. Due to duplicate enrollments, some of your students may have completed the questionnaire in other classes; the do not need to complete it again. We know, however, that not all students or faculty can be conveniently contacted and there will be some omissions.

Faculty questionnaires are plainly labeled as such at the top; student questionnaires are not. The first four pages of both questionnaires are made up of a common General Question Set. The fifth page is unique to either faculty or student.

Please complete a faculty questionnaire for yourself and distribute as many student questionnaires as possible to your classes. We know this is an inconvenience; we hope the benefit will be worth it. Return the completed questionnaires as soon as possible to the Campus.

Sincerely,

Frank J. Gose, Ed.D.
Institutional Researcher

jg

CLARKDALE, ARIZONA 86324 Yavapai College
EXECUTIVE DEAN, VERDE VALLEY

PRESS RELEASE

VERDE VALLEY COMMUNITY NEEDS ASSESSMENT PROJECT

Purpose: To define the current community post-secondary educational needs to be met by the Verde Campus of Yavapai College. The college is committed to assessing community needs and developing needed services. This project is viewed as a systematic way of improving the educational program at the Verde Campus in response to the needs of the community it serves.

Project Authorization: The project was authorized by the Board of Governors of Yavapai College.

Project Plan: First, samples of community businesses and households will be surveyed by a team of students and staff of the Verde Campus in Februart and March. The team consists of approximately 15 members. Second, students and faculty at the Verde Campus and current high school seniors will be surveyed through their classes.

Outcomes of the Project: The information gathered should help identify programs, courses and services to be offered by the college.

Project Director: Dr. Frank Gose, Institutional Researcher at Yavapai College.

Assistance Requested: If your business or household is contacted by a member of the project, please take the time to respond to the questionnaire. This is your chance to voice your opinions.

APPENDIX D

INTERVIEWER MATERIALS

Verde Valley Community Needs Assessment Project

PURPOSE

The purpose of the Verde Valley Community Needs Assessment Project is to define the current community post-secondary educational needs to be met by the Verde Campus of Yavapai College. Being community-based, Yavapai College is committed to assessing community needs and developing needed services. This project is viewed as a systematic way of improving the educational program at the Verde Campus in response to the needs of the community it serves.

The project plan calls for samples of community households and businesses to be surveyed by a team of students and staff of the Verde Campus during February and March. Verde Campus students and faculty and current high school seniors will also be surveyed.

The information gathered from this project should help to identify programs, courses and services to be offered by the college and to determine its image.

Dr. Frank Gose, Institutional Researcher of Yavapai College, is the project director.

INTERVIEWER'S GUIDELINES

The actual representative quality of the survey depends on the competence and integrity of the interviewers. All the rigor and care that goes into constructing a good sample can be nullified by slovenly work or irresponsibility on the part of the interviewer. We carry the ultimate burden of producing a good sample.

AN INTERVIEWER MUST BE:

1. Completely honest.
2. Reliable and conscientious.
3. Completely objective in the manner of asking questions.
4. Careful and neutral in recording answers - Don't (by word, action, or gesture) indicate surprise, pleasure or disapproval at any answer. Don't attempt to influence responses in any way. Don't suggest an answer or give your opinions. The survey is for the respondent's feelings, not yours. You will have already recorded your responses on your own questionnaire. If the respondent does not understand a question, repeat it twice rather than explain it - then go on to the next question.
5. Inconspicuously, but neatly dressed. Be casual; don't be a spy on a secret mission. Be conversational and be friendly.

INTERVIEWING TACTICS:

1. Record as many comments or remarks as you can.
2. Keep talking as you write.
3. Keep the respondent's attention on the questions; don't digress.
4. Record all responses yourself; don't let the respondent do it.
5. Get all the required information you can. Check over the questionnaire at the end of the interview before you leave the respondent.

INTERVIEWING CAUTIONS:

1. Don't interview more than one member of a family or of the same housing unit.
2. Don't interview your friends.
3. Don't interview by telephone.
4. Don't take a friend when you interview. Go alone.
5. Don't let someone else do your work.
6. Don't reveal any information about the interviews to others.
7. Don't 'correct' a questionnaire. Discuss any problems with me.
8. Don't falsify interviews. It isn't worth it.

Reference: Survey Research by Backstrom and Hursh, Northwestern University Press, 1963.

INTERVIEWER'S GUIDELINES (PART 2)

SUGGESTED RESPONSES TO QUESTIONS YOU MAY BE ASKED

1. "Who is this survey for?"

   This survey is for the Verde Campus of Yavapai College. It was authorized by the President of the College and is being directed by Dr. Frank Gose, Institutional Researcher of Yavapai College. We are trying to get new information on the educational needs that exist in the Verde Valley and how the College can respond to those needs.

   NOTE: If the respondent wants more information, tell him or her that you are simply a member of the project team. Give them my name and phone number at the College and ask them to contact me.

2. "What is going to be done with the information?"

   A report will be prepared by the project director and will be presented to the President and Board of Governors this Spring. It is hoped that the results of this project will provide better planning information for the College administration to direct the activities of the Verde Campus.

   NOTE: Emphasize that all responses are confidential and no name will be associated with the data.

3. "Why did you pick me? Why don't you try someone else?"

   You were selected completely by chance according to procedures established by the project director. Your opinions are important and necessary. Interviewing respondents other than those selected might bias our work.

4. "I don't have enough time to be interviewed."

   Tell them it takes approximately 15 minutes and you would like to complete it now. If they still refuse, ask them to take a copy to fill out and ask when you may return to pick it up. Return to pick up the questionnaire when they specify.

5. "I don't know enough to give good answers."

   Emphasize that we are interested in what they think about various topics; we are not interested in what they know about them.

   NOTE: Emphasize that they can skip any question they care not to answer and that many people skip a question or two. That's O.K.

6. If a respondent resents a question, tell him or her that you did not make up the question; you are only reading it. If they wish, they may skip that question. Mark it with a distinct 'R' for refused.

7. If a respondent totally refuses the whole questionnaire, thank him or her for their time and leave. Go immediately to the nearest house or business to the right of selected respondent's location. Try to complete the questionnaire at this new location. If unable, go immediately to the left, across the selected respondent's location, to the nearest similar house or business and complete the questionnaire. Enter the new location's address on your Control Sheet in place of the designated house or business.

VERDE VALLEY COMMUNITY NEEDS ASSESSMENT PROJECT

INTERVIEWER TIME & TRAVEL LOG

NAME: _____

DATE	TIME (IN QUARTER HOURS) BEGINNING	ENDING	TOTAL	MILEAGE BEGINNING	ENDING	TOTAL	COMMENTS

VERDE VALLEY COMMUNITY NEEDS ASSESSMENT PROJECT

CONTROL SHEET

SEQUENCE NUMBER	NAME AND ADDRESS	DATE COMPLETED	COMMENTS

APPENDIX E

Comparative Ranking of Items 24 Through 46,

Questions 14-16 of the GENERAL QUESTION SET,

by Population

Community Nonretiree	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. Provide late afternoon or evening classes (33)	98.9%	0%	1.2%	85
2. Provide convenient locations (32)	94.2%	4.7%	1.2%	86
3. Teach students to be generally knowledgeable (27)	93.8%	6.2%	0%	81
4. Teach students to be wage earners (26)	92.8%	6.0%	1.2%	83
5. To provide learning opportunities for all adults, regardless of background (36)	92.7%	6.1%	1.2%	82
6. To provide occupational education (41)	91.6%	7.2%	1.2%	83
7. To provide educational opportunities for the physically handicapped (39)	91.4%	8.5%	0%	82
8. Teach students to be good citizens (25)	88.9%	11.1%	0%	81
9. Teach students to be wise consumers (28)	88.8%	10.0%	1.2%	80
10. Teach students to be effective parents (24)	85.1%	12.5%	2.5%	80
11. To provide occupational and job counseling (38)	84.1%	15.9%	0%	82
12. To provide cooperative work experience programs (44)	77.5%	18.8%	3.8%	80
13. Prepare students to go to a four-year college or university (29)	72.6%	25.0%	2.5%	80
14. Teach students to derive satisfaction from leisure time activities (31)	72.0%	26.9%	1.2%	82
15. To offer job placement services (45)	71.9%	26.8%	1.2%	82
16. To provide educational opportunities for ethnic minorities (40)	69.2%	28.2%	2.6%	78
17. To provide remedial (developmental) courses (43)	68.0%	21.8%	10.3%	78
18. Teach students to be good neighbors (30)	66.3%	31.3%	2.5%	80
19. To offer financial aid (46)	59.5%	36.7%	3.8%	79
20. To provide personal psychological counseling (37)	56.3%	41.2%	2.5%	80
21. To provide Saturday classes (34)	54.9%	34.2%	11.0%	82
22. To provide child care facilities for parent learners (42)	38.2%	58.0%	3.7%	81
23. To provide Sunday classes (35)	18.5%	71.6%	9.9%	81

Community Retiree	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. Teach students to be generally knowledgeable (27)	97.6%	1.2%	1.2%	85
2. Teach students to be good citizens (25)	94.0%	3.6%	2.4%	83
3. To provide learning opportunities for all adults, regardless of background (36)	93.1%	4.7%	2.3%	86
4. Teach students to be wage earners (26)	91.6%	4.8%	3.6%	83
5. To provide educational opportunities for the physically handicapped (39)	90.3%	3.7%	6.1%	82
6. To provide occupational education (41)	90.0%	2.5%	7.5%	80
7. Teach students to be wise consumers (28)	88.8%	7.6%	3.7%	80
8. To provide convenient locations (32)	88.7%	7.6%	3.8%	80
9. To provide late afternoon or evening classes (33)	87.9%	8.4%	3.6%	83
10. Teach students to be good neighbors (30)	87.5%	10.1%	2.5%	80
11. To provide occupational and job counseling (38)	85.0%	10.1%	5.0%	80
12. Teach students to be effective parents (24)	80.8%	8.0%	10.3%	78
13. Teach students to derive satisfaction from leisure time activities (31)	79.0%	19.8%	1.2%	81
14. Prepare students to go to a four-year college or university (29)	78.0%	11.0%	11.0%	82
15. To provide educational opportunities for ethnic minorities (40)	74.1%	15.6%	10.4%	77
16. To offer job placement services (45)	72.5%	20.0%	7.5%	80
17. To provide remedial (developmental) courses (43)	72.4%	15.8%	11.8%	76
18. To provide cooperative work experience programs (44)	68.0%	19.3%	12.8%	78
19. To provide Saturday classes (34)	50.6%	38.0%	11.4%	79
20. To provide child care facilities for parent learners (42)	45.6%	41.8%	12.7%	79
21. To offer financial aid (46)	42.7%	34.6%	22.7%	75
22. To provide personal psychological counseling (37)	42.3%	33.3%	24.4%	78
23. To provide Sunday classes (35)	13.3%	72.0%	14.7%	75

Business	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. To provide late afternoon or evening classes (33)	97.4%	2.1%	.5%	186
2. To provide educational opportunities for the physically handicapped (39)	94.4%	3.9%	1.7%	181
3. To provide occupational education (41)	93.2%	5.6%	1.1%	178
4. To provide learning opportunities for all adults, regardless of background (36)	91.8%	8.2%	0%	184
5. Teach students to be generally knowledgeable (27)	91.7%	7.7%	.6%	180
6. Teach students to be wage earners (26)	91.6%	7.9%	.6%	178
7. Teach students to be good citizens (25)	89.9%	9.1%	1.1%	177
8. Teach students to be wise consumers (28)	88.0%	12.1%	0%	174
9. To provide occupational and job counseling (38)	87.9%	11.1%	1.1%	181
10. To provide convenient locations (32)	84.3%	14.0%	1.6%	185
11. Teach students to be effective parents (24)	80.5%	16.1%	3.4%	174
12. Prepare students to go to a four-year college or university (29)	74.9%	24.0%	1.1%	175
13. To provide educational opportunities for ethnic minorities (40)	74.5%	21.1%	4.5%	176
14. To provide cooperative work experience programs (44)	72.0%	21.2%	6.7%	179
15. To offer job placement services (45)	70.9%	25.7%	3.4%	179
16. To provide remedial (developmental) courses (43)	70.6%	23.4%	6.1%	180
17. Teach students to be good neighbors (30)	67.5%	28.6%	4.0%	175
18. Teach students to derive satisfaction from leisure time activities (31)	64.0%	32.6%	3.4%	178
19. To provide personal psychological counseling (37)	54.6%	39.8%	5.7%	176
20. To provide financial aid (46)	50.9%	40.5%	8.7%	173
21. To provide Saturday classes (34)	50.8%	39.0%	10.2%	177
22. To provide child care facilities for parent learners (42)	46.6%	46.6%	6.8%	176
23. To provide Sunday classes (35)	16.6%	70.3%	13.1%	175

Current Students	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. To provide learning opportunities for all adults regardless of background (36)	97.4%	1.3%	1.3%	230
2. Teach students to be generally knowledgeable (27)	94.8%	3.7%	1.4%	212
3. To provide occupational education (41)	92.5%	6.2%	1.4%	212
4. To provide late afternoon or evening classes (33)	91.3%	6.0%	2.7%	219
5. To provide educational opportunities for the physically handicapped (39)	90.2%	7.4%	2.3%	214
6. Teach students to be wage earners (26)	88.9%	8.2%	2.9%	208
7. To provide convenient locations (32)	87.3%	9.5%	3.2%	221
8. Teach students to be wise consumers (28)	84.2%	13.3%	2.5%	203
9. Prepare students to go to a four-year college or university (29)	82.6%	15.4%	1.9%	207
10. To provide occupational and job counseling (38)	81.1%	16.4%	2.4%	207
11. To provide educational opportunities for ethnic minorities (40)	78.6%	17.1%	4.4%	205
12. Teach students to be good citizens (25)	77.7%	19.3%	3.0%	202
13. To provide remedial (developmental) courses (43)	75.0%	18.0%	7.0%	200
14. To provide cooperative work experience programs (44)	70.2%	23.9%	6.0%	201
15. Teach students to be effective parents (24)	69.7%	23.8%	6.6%	198
16. To offer job placement servcies (45)	67.3%	24.9%	7.8%	205
17. To offer financial aid (46)	66.4%	26.3%	7.4%	202
18. Teach students to derive satisfaction from leisure time activities (31)	64.0%	29.9%	6.1%	214
19. Teach students to be good neighbors (30)	55.0%	39.6%	5.4%	202
20. To provide personal psychological counseling (37)	52.0%	42.4%	5.6%	198
21. To provide child care facilities for parent learners (42)	48.7%	42.3%	9.0%	201
22. To provide Saturday classes (34)	39.2%	51.2%	9.6%	209
23. To provide Sunday classes (35)	13.5%	72.0%	14.5%	207

Former Students	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. To provide convenient locations (32)	94.3%	5.7%	0%	195
2. To provide late afternoon or evening classes (33)	94.2%	3.7%	2.1%	190
3. To provide occupational education (41)	93.7%	4.2%	2.1%	189
4. Teach students to be generally knowledgeable (27)	92.6%	5.9%	1.6%	189
5. To provide learning opportunities for all adults, regardless of background (36)	92.5%	6.5%	1.0%	199
6. Teach students to be wage earners (26)	91.7%	7.1%	1.1%	182
7. To provide educational opportunities for the physically handicapped (39)	89.3%	6.4%	4.3%	188
8. To provide occupational and job counseling (38)	85.2%	8.9%	5.8%	189
9. Teach students to be good citizens (25)	83.3%	12.3%	4.5%	179
10. Teach students to be wise consumers (28)	83.1%	13.0%	4.0%	177
11. Teach students to be effective parents (24)	78.7%	16.1%	5.2%	174
12. To provide educational opportunities for ethnic minorities (40)	76.4%	18.6%	4.9%	182
13. Prepare students to go to a four-year college or university (29)	75.0%	19.4%	5.6%	180
14. To provide cooperative work experience programs (44)	74.8%	16.9%	8.2%	183
15. To provide remedial (developmental) courses (43)	70.9%	19.2%	9.9%	182
16. To offer job placement services (45)	68.7%	23.3%	8.1%	185
17. Teach students to be good neighbors (30)	64.7%	28.4%	6.9%	176
18. Teach students to derive satisfaction from leisure time activities (31)	63.4%	32.8%	3.8%	183
19. To offer financial aid (46)	51.7%	31.8%	16.5%	182
20. To provide personal psychological counseling (37)	51.6%	38.4%	9.9%	182
21. To provide Saturday classes (34)	46.7%	43.2%	10.1%	178
22. To provide child care facilities for parent learners (42)	46.5%	43.8%	9.7%	185
23. To provide Sunday classes (35)	15.5%	69.0%	15.5%	174

Verde Campus Faculty	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. To provide learning opportunities for all adults, regardless of background (36)	100 (83.3%/16.7%)*			18
2. Teach students to be generally knowledgeable (27)	100 (52.6%/47.4%)*			19
3. To provide late afternoon or evening classes (33)	100 (47.4%/52.6%)*			19
4. To provide occupational education (41)	100 (29.4%/70.6%)*			17
5. To provide convenient locations (32)	94.7%	5.3%	0%	19
6. Prepare students to go to a four-year college or university (29)	89.4%	10.5%	0%	19
7. Teach students to be wage earners (26)	88.9%	5.6%	5.6%	18
8. To provide educational opportunities for the physically handicapped (39)	87.5%	6.3%	6.3%	16
9. Teach students to be wise consumers (28)	83.3%	16.7%	0%	18
10. To provide occupational and job counseling (38)	77.8%	16.7%	5.6%	18
11. Teach students to be good citizens (25)	72.2%	16.7%	11.1%	18
12. To provide educational opportunities for ethnic minorities (40)	70.6%	23.5%	5.9%	17
13. To provide remedial (developmental) courses (43)	70.6%	23.6%	5.9%	17
14. To offer financial aid (46)	70.5%	23.6%	5.9%	17
15. To provide cooperative work experience programs (44)	68.8%	18.8%	12.5%	16
16. To provide personal psychological counseling (37)	61.1%	33.4%	5.6%	18
17. To offer job placement services (45)	58.8%	35.3%	5.9%	17
18. Teach students to derive satisfaction from leisure time activities (31)	57.9%	42.1%	0%	19
19. Teach students to be effective parents (24)	55.6%	33.3%	11.1%	18
20. Teach students to be good neighbors (30)	44.5%	50.0%	5.6%	18
21. To provide Saturday classes (34)	31.6%	57.9%	10.5%	19
22. To provide child care facilities for parent learners (42)	29.4%	52.9%	17.6%	17
23. To provide Sunday classes (35)	0%	89.5%	10.5%	19

* (% Very Important/% Important)

High School Seniors	Very Important Or Important	Not Very Important Or Not Important At All	Don't Know	N
1. To provide learning opportunities for all adults, regardless of background (36)	92.1%	5.0%	2.9%	240
2. To provide occupational education (41)	89.9%	5.9%	4.2%	238
3. To provide educational opportunities for the physically handicapped (39)	89.5%	6.7%	3.8%	238
4. Teach students to be generally knowledgeable (27)	88.4%	8.3%	3.3%	242
5. To provide late afternoon or evening classes (33)	88.4%	8.3%	3.3%	241
6. Teach students to be wise consumers (28)	85.1%	10.8%	4.1%	241
7. To provide convenient locations (32)	81.7%	14.5%	3.7%	241
8. To offer financial aid (46)	81.5%	13 4%	5.0%	239
9. To provide cooperative work experience programs (44)	81.5%	13.9%	4.6%	238
10. Teach students to be wage earners (26)	80.9%	15.4%	3.8%	240
11. To provide occupational and job counseling (38)	80.7%	16.3%	2.9%	239
12. To offer job placement services (45)	79.9%	14.7%	5.5%	238
13. To provide educational opportunities for ethnic minorities (40)	79.3%	13.9%	6.8%	237
14. To provide remedial (developmental) courses (43)	73.4%	19.4%	7.2%	237
15. Teach students to be good citizens (25)	72.7%	22.4%	5.0%	242
16. Teach students to be effective parents (24)	68.3%	27.1%	4.5%	24ɔ
17. To provide personal psychological counseling (37)	62.1%	33.2%	4.6%	238
18. To provide child care facilities for parent learners (42)	60.5%	34.0%	ɔ.5%	238
19. Prepare students to go to a four-year college or university (29)	54.5%	36.8%	8.7%	242
20. To provide Saturday classes (34)	46.2%	43.3%	10.4%	240
21. Teach students to derive satisfaction from leisure time activities (31)	39.8%	50.6%	9.6%	239
22. Teach students to be good neighbors (30)	31.9%	59.8%	8.3%	241
23. To provide Sunday classes (35)	21.3%	66.3%	12.5%	240

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